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ABSTRACT

To evaluate the use of public tax dollars in the field of community college education in Oregon, five committees composed of business and professional leaders were established, each having responsibility for an area of emphasis: governance, finance, programs, community services, and students. In general, the comprehensive community college concept as defined by legislative statute is supported in this final study report. This concept includes: the three-part program classification of vocational/technical, lower division collegiate, and community education; the open admission policy; the present system of local autonomy within broad state policies and under the direction of a local district board; and the present general funding pattern of 50 percent from the state general fund, 30 percent from district property taxes, and 20 percent from student tuition. However, each committee makes a number of recommendations which can be implemented within present broad legislative guidelines: e.g., colleges should avoid or eliminate academic ranking of instructors; communication should be improved between the State Board of Education, the community colleges, the public, and legislators. Over half the document is devoted to appendices of data related to enrollment distribution and trends by program area, operating income and expenditures, and curriculum. (NHM)

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OREGON COMMUNITY COLLEGES

A STUDY OF THEIR ADMINISTRATIONS, POLICIES, AND IMPACT ON THEIR COMMUNITIES

REPORT AND RECOMMENDATIONS

OF THE

COMMUNITY COLLEGE STUDY COMMITTEE

TO THE

FOUNDATION FOR OREGON RESEARCH

AND EDUCATION

2

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"FORE"WORD

The initial phase of this study and report began following the publication of FORE's University Management and Finance Study in April, 1973. At the request of a number of Oregon community college presidents, FORE's Project Committee developed an outline with contributions from the community college presidents. This study outline is more fully expressed in the Preface.

The report has become a reality due to the sustained efforts of the committee members selected from a broad spectrum of Oregon business people who consider public service a basic responsibility. They have devoted many hours of work and thought to producing this report. As all of us became involved in this effort, it became necessary to devote many hours purely for the satisfaction of seeing a worthwhile project completed.

Most of us who put this study together went into the project with the usual prejudices based largely on ignorance and lack of understanding. As the study progressed in 1974 and 1975 and particularly as we visited the 13 campuses, we became impressed with the quality of the people involved and their efforts, the diversity of the 13 schools, and the importance of keeping the fine line between independence and state level leadership which seems so eminently successful.

By necessity, many questions of a subjective nature could not be addressed in these pages since the Committee attempted to stick to factual data available to it.

Finally, the following is a list of individuals, within the community colleges as well as individuals in institutions of other states who responded willingly and fully to our request for information, without whose help we would not have been able to get off the ground.

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A special thanks to Lamb-Weston for the use of their corporate aircraft and to their flight staff for flying our committee members to a number of the community college visitations in the state.

Linda Harmon
Lamb-Weston

Bob Radcliff
Lamb-Weston

John Twiss
Lamb-Weston

All of these people and FORE's contributors have earned our gratitude. Without their personal and/or financial commitment to this project and study concept, this study would not have been completed.

Lawrence L. Rennett, Chairman
Community College Study

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PREFACE

This Study of Oregon Community Colleges was organized by the Foundation for Oregon Research and Education (FORE) which tapped business and professional resources to evaluate and determine the effective use of public tax dollars in the field of post-secondary education. This study followed the University Management and Finance Study completed in April, 1973.

The need for an examination of Oregon community colleges became apparent when the 1972-73 State System of Higher Education found enrollments dropping while enrollments in the community colleges were increasing. In subsequent years, enrollments have continued to rise in the community colleges and have resumed a rise in higher education. Community college enrollments have risen at a greater rate. Because of the larger enrollments, increasing demands have been made on the State budget and local property tax.

The concept of the community college is still new to many people. It needs to be better understood. Questions are being asked. What are community colleges? Where do they fit in Oregon's educational scheme? Are they growing unchecked? Is optimum use being made of our educational tax dollar?

The study format called for the establishment of five committees located around the State, each having a membership of from five to eight community leaders of various professions. Responsibility for an area of emphasis was assigned each committee. The areas of emphasis are Governance, Finance, Programs, Community Services, and Students. A Steering Committee comprised of subcommittee chairmen and a selected group of non-subcommittee members completed the study committee organization.

As the study progressed the patterns of emphasis changed and the study became a flexible, dynamic and growing process. The participants noted that their preconceived ideas and individual bias also changed dramatically. Rather than adhering strictly to their assigned catagories, committee members ranged with their questions covering the gamut and allowing the process of discovery and the initiative of inquiring minds to disclose the properties and issues of Oregon community colleges. Hence, the recommendations appearing in one section may apply equally to other sections as well. The committee members urge the reader to consider the report as a whole and not as sections that are mutually exclusive. They would also advise the reader that areas such as course content and teaching methods were purposely avoided as were other areas that were felt to be beyond the scope or resources of the study.

With the aid of historical information gathered inside and outside of Oregon, such as evaluation reports, minutes and taped conversations from the visits to all 13 community colleges, meetings with the members of the Oregon State Board of Education and other individuals involved with the community college concept, this report presents what the FORE

Study Committee found commendable and offers recommendations for improvement of the Oregon community college system.

Like the University Management and Finance Study, the University Incidental Fee Study, and a Task Force Report on Inventory Control Procedures, all information was reviewed by many individuals. In this Study, community college district liaison committees were formed with the help of each community college president. These committees reviewed the study findings in an effort to eliminate any factual inaccuracies prior to final review and publication by the FORE Board of Directors.

INTRODUCTION

The comprehensive community college, as defined by the statutes, is a means of extending tax supported education to those seeking vocational training, or to those seeking the first two years of college course work, or for community education to those desiring to further their education, retrain, or upgrade their skills.

Legislation requires that:

1. The schools shall be located close to the population centers of the district so that students may economize by living at home. Therefore, the schools are not allowed State aid for dormitories.

2. The schools shall be flexible and not follow the established organizational patterns of higher educational institutions.

3. Under no circumstances are they to be allowed to become four year institutions. Their programs must be limited to two years with exceptions made only for certain curricula offerings of a technical nature requiring more than two years to complete.

4. Admission is to be open to all who can profit from the instruction offered.

5. They are to cooperate closely with those directing higher education programs in order to minimize any difficulty for students transferring to other institutions of continuing or higher education.

Educational programs offered by the community colleges are, for purposes of discussion, classified into three areas: Technical training education also called Vocational/Technical, Lower Division Collegiate, and adult education also known as Community Education.

Vocational/Technical programs which range from auto mechanic to flight craft training are designed to train an individual in a specialized skill for technical occupations. Associate degrees are offered for completion of a two year curriculum. Certificates are offered for programs requiring at least two courses but less than two years.

The Lower Division Collegiate (LDC) area is designed to offer freshman and sophomore college course material. An associate degree is offered to students successfully completing institutional requirements. Course credits may be transferred to other colleges or universities willing to accept them. The community colleges are accredited by the same association that accredits the colleges and universities throughout the northwestern states, The Northwest Association of Secondary and Higher Schools.

Adult Education or Community Education does not have formalized programs and no degree is offered. Rather, this area is a collection of classes loosely grouped: courses designed to improve skills, courses designed to improve one's quality of life, courses for high school completion, and courses that are supplemental to present occupations. Hobby and Recreation courses are also offered by most of the community colleges, but these classes are not reimbursed by the State. They may or may not be self-sustaining; that is the tuition collected may pay the instructor's salary and provide all materials depending on the Local Boards' willingness to use district funds to sustain Hobby and Recreation courses. (See Program Section for greater detail.)

Guidance and counseling are an integral part of the community college system and are important in order to direct students into areas that are realistic in terms of their abilities and aptitudes. Students are given much freedom to explore, discover, and change programs. The exposure to other fields and to people with very diverse backgrounds and wide age differences enhances the educational process and is a strong point of the community college. Guidance and counseling have a placement function in the schools that are too small to afford separate placement offices.

The State reimburses the community colleges approximately 50% of the so-called direct cost of educating a student enrolled, the local district property taxes pay approximately 30%, and the remaining approximate 20% comes from student tuition. According to the Oregon State Department of Education, the 1974-75 average cost per full time equivalent student was $1,453/year.

CHAPTER I

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

GOVERNANCE:

1. We support the comprehensive Oregon community college concept defined as a combination of career education, college transfer programs leading to two-year associate degrees, and community education classes, with guidance and counseling as an integral part of each.

2. We believe it is in the best interest of Oregonians that the present decentralized form of governance for the community college system be continued. This gives the schools local autonomy within broad state policies under the direction of a local district board.

3. We endorse the present system which places the community colleges under the leadership of the Oregon State Board of Education.

4. While endorsing local autonomy, we determined a need for comprehensive and constructive information on a system-wide basis, and we urge that a common system of data collection be instituted. Leadership in this area is a state function which requires the full cooperation and understanding of the community colleges before being implemented.

5. We recommend that the community colleges avoid or eliminate academic ranking of instructors.

6. We recommend a systematic plan be worked out to exchange a State Department official for a community college administrator on a sabbatical basis. This could be done on an informal basis and would serve the useful purpose of informing each organization of the basic problems of the other.

7. We recommend that the Legislature define carefully and clearly the areas of responsibility for management and the areas of responsibility for labor. We believe that the establishment of clear basic ground rules within which collective bargaining should take place would aid in avoiding conflicts and delays and would implement and hasten fair, constructive agreements between labor and management.

8. We recommend that a study be made to determine the desirability of combining the administrations of Portland Community College, Mt. Hood Community College, and Clackamas Community College, for reasons of economy, program coordination, and facility utilization. Our Study Committee was unable to agree on a recommendation

regarding the consolidation of these administrations, all within the Portland metropolitan area.

FINANCE:

1. We reaffirm the present general funding pattern in which operating costs are proportioned in the following approximate percentages: 50% from the state general fund, 30% from the district property taxes, and 20% from student tuition.

2. We recommend that the state uphold its responsibility of funding the community colleges at the 50% level set by the Legislature.

3. We recommend that the State Legislature allocate funds to the emergency board earmarked for disbursement to the community colleges which document unexpected enrollments.

4. We recommend that students who reside or whose parents reside within a community college district have access to ANY community college in the state at the same rate as in-district students if the desired program is not available in the student's resident area.

5. We are satisfied that there are adequate regulations concerning the control, preparation of budgets, and expenditure of public funds by the community colleges.

6. We recommend that the community colleges develop a uniform chart of accounts to be used by all the community colleges to allow for the comparison of information from the different schools.

7. We recommend the use of the Independent Foundations, Friends of the College, and other civic groups for the purposes of funding special projects, providing financial aid to students, etc., and that this be recognized as an excellent means of involving individuals of the community in college affairs.

8. We recommend the use of existing buildings whenever possible in lieu of further construction.

PROGRAMS:

1. We recommend that each community college develop and publish Advisory Committee guidelines for its committees.

2. We recommend that students participate in the Advisory Committee programs, either as committee members or in an advisory status, to introduce the client's viewpoint into the process.

3. We recommend that the community colleges relate their programs not only to district and state employment opportunities but also to national and especially regional opportunities.

4. We recommend that the Oregon State Board of Education utilize current employment figures and documented projections along with other criteria including Advisory Committee recommendations during its program appraisal process.

5. We recommend that the term "Other Reimbursable" be changed to "Community Education" which should be defined as classes approved for reimbursement by the Oregon State Board of Education which are not classified as Vocational/Technical classes or Lower Division Collegiate classes.

6. We recommend that the Local Boards of Education adopt guidelines of purpose, scope, priorities, and growth of the program area "Community Education" and that objectives and criteria be adopted for these educational programs: Vocational/Technical, Lower Division Collegiate, and Community Education classes with specific reference to "Community Education".

7. We recommend that the Oregon State Board of Education provide clearly defined state educational goals with specific reference to "Community Education" classes. The local community college Boards should develop and set guidelines for reimbursable and non-reimbursable classes to assure that requests for Community Education classes which are reimbursable are consistent with established State Board policy. The Oregon State Board of Education should provide guidance and leadership but should allow the Local Boards of Education to determine individual objectives.

8. We recommend that the Oregon State Board of Education and the individual community college Boards improve communications to the general public and to Oregon Legislators regarding present Oregon statutes which define the role of the community college.

9. We withhold any recommendation concerning what should and what should not be reimbursable but urge that more definitive guidelines be established by the Oregon State Board of Education to avoid confusion.

10. We recommend that the Oregon State Board of Education develop a funding incentive for community colleges which practice program consolidation.

11. We recommend that the Oregon State Board of Education adopt a systematic method of program evaluation for the community colleges that would assure the Legislators and the taxpayers that although the community colleges have a great deal of autonomy they are indeed accountable.

12. We recommend that the Local Boards of Education continue to evaluate programs with reference to the colleges' educational goals and continue to drop courses when enrollment falls below an established minimum, when a shift of priorities occurs, or when occupational opportunities diminish, etc.

13. We recommend that the Oregon State Board of Education require all local Community College Boards to establish guidelines for determining educational needs. Other community resources which may be providing those services (i.e. park and recreation district programs, home extension classes, YMCA-YWCA programs, other public agencies, proprietary schools, etc.) must be considered in the decision-making process. These guidelines should then be approved by the Oregon State Board of Education and should be integrated into the program approval process.

14. We recommend articulation efforts continue to be made on an individual basis or within professional teacher groups, and that the administration continue to promote better relations between secondary and post-secondary schools.

15. We recommend that higher education administrators join with community college administrators to develop better relations, to extend the acceptance for credit of more community college Vocational/Technical course work, and to make certain that Lower Division Collegiate credits are freely transferable within the state system of education.

COMMUNITY SERVICES:

1. We recommend that a finer definition of Community Services be achieved by improving the means used by the local Boards of Education to assess community needs.

2. We recommend the development of stronger and more complete policy statements by local Boards of Education regarding growth and limitations of Community Service Programs.

3. We recommend that the Oregon State Board of Education request the Oregon Legislative Assembly to amend the first sentence of ORS 341.009 (10) by adding the word EDUCATIONAL: "to establish programs designed to meet the EDUCATIONAL needs of the area served, surveys of the educational and service needs of the district should be made".

4. We recommend that the community colleges work with other local and/or tax supported agencies toward avoiding competition for programs or facilities.

5. We recommend that the local unions and the Bureau of Labor help provide funds through a contractual arrangement with the community colleges to underwrite the services provided by those apprenticeship programs not open to the public.

6. We recommend that the Bureau of Labor contract with the community colleges to provide funds to operate certification programs without controls or restrictions and that the Legislators investigate the ability of proprietary schools to offer certification programs.

7. We recommend that the Oregon State Board of Education appoint or create an administrative entity to secure funds and provide community college education for students who reside outside a district. Such students could attend another district's school, be provided with funded contract services, or otherwise be provided services without the development of a full college facility.

STUDENTS:

1. It is our conclusion that there is a small percentage of students which has been attracted to the community college for various reasons and might be attending a state college or university if there were no community colleges to attend. However, we are convinced that the vast majority of those individuals enrolled at the community colleges would not be attending any educational institution if there were no community colleges.

2. We recommend that each school direct more effort towards the development of a student government model that fits that individual community college and its unique student body.

CHAPTER II

GOVERNANCE

INSTITUTIONAL INDEPENDENCE AND ACCOUNTABILITY

Governance is the academic term for administration, i.e. management. Throughout the country, forms of administration range from highly centralized governance in which decisions are made at the state level to decentralized governance in which decisions are made at the local level.

Highly centralized control gives a state an educational system in which the institutions are uniform by standardizing admission policies, tuition rates, curricula, etc. Rules and regulations govern most operations and assure the taxpayers and the Legislature of a great deal of accountability. But these rules and regulations tend to stifle creativeness, flexibility, and responsiveness to the local citizen.

A highly decentralized governing model affords the local citizens a voice in the decision-making process of the locally autonomous institutions. The advantages are numerous. Programs are flexible and suited to the local needs; admission policies, tution rates, and curricula, etc. are all set by the local board. The local citizen and taxpayer is given an opportunity to contribute to the setting of rules and regulations and to feel responsible for making the administration answerable. Oregon subscribes to the latter. We feel that decentralized control is in the best interest of the people of Oregon.

Some of Oregon's community college administrators have worked in the neighboring states of Washington and California where the community colleges are centrally controlled by the State Department. Their experiences show, and our Study tends to confirm, that the disadvantages outweigh the advantages since an overwhelming amount of time is spent on rules, regulations, and paper work; the local administration does not concern itself with the local district needs; there is little incentive to be innovative or to design a program for the local people when program content is all handled at the State level. People who experienced the change in the Washington community college system and saw it change from decentralized to highly centralized control reported that morale dropped considerably. There seemed to be less pride in the individual institutions. Teachers may be more willing to strike when it is the State they are striking against, rather than local citizens. This appears to confirm the old truism that bureaucracy tends to substitute rules for judgement to the detriment of quality and responsiveness to the needs of those served.

Dale Parnell, former Superintendent of Public Instruction in Oregon and now Chancellor of the community colleges in the San Diego area, told of California's complexities in a recent speech before the

Oregon Community College Assembly. He was unable to have a water dispenser installed in his office because there was no provision in the law for one. If a situation is not specifically defined under California law, then it cannot be considered. In California, institutional accountability is assured by a highly detailed set of laws that govern the educational system; a massive bureaucracy is also necessary to index the laws and advise administrators.

We believe Oregon has a workable solution in the decentralized method of control. General supervision and control are delegated to the local governing bodies of each community college by the Oregon State Board of Education which sets broad state educational goals and performs a coordinating function.

We support the comprehensive Oregon community college concept defined as a combination of career education, college transfer programs leading to two-year associate degrees, and community education classes, with guidance and counseling as an integral part of each.

We believe it is in the best interest of Oregonians that the present decentralized form of governance for the community college system be continued. This gives the schools local autonomy within broad state policies under the direction of a local district board.

THE OREGON STATE BOARD OF EDUCATION

We endorse the present system which places the community colleges under the leadership of the Oregon State Board of Education. For most states the choice has been to place community colleges under a) the Board of Public Education, b) the Board of Higher Education, or c) a separate Board created for just the community colleges.

Historically, vocational education was well established by the time the Legislature passed the community college statutes. Trade and industrial education was formally assumed to be the responsibility of public education when in 1919 legislation was passed that created programs, furnished state money, and distributed federal funds. Vocational education was automatically placed under the Oregon State Board of Education. When plans were made to extend educational opportunities in college courses, the Legislature authorized the school districts to contract with higher education (Dunn Bill). The seeds of the community college were inherent in that Legislation which placed responsibility for the program under the Oregon State Board of Education. Educational leaders have always encouraged and supported vocational education. We have, therefore, not had to face the kinds of problems in integrating vocational training and college courses that California has faced.

In the early stages the community colleges were a part of the school districts under the immediate direction of the local school

boards. Statutes were sketchy and for matters of governance the Kindergarten through 12 school laws prevailed. Since then major changes have taken place. Legislation has been written for the formation of separate community college districts. The community colleges have established their own governing boards. Oregon community college legislation has been codified which means that the statutes include a definition of a "comprehensive community college". Oregon's Community College Act is precise and has been used as a model by other states.

The greatest disadvantage of the community colleges having a separate State Board of Community College Education is one of expense and ever increasing bureaucracy. In short, the community college system under the Oregon State Board of Education has developed with many advantages that are positive contributions to the educational goals of Oregon.

GOVERNING BOARD RESPONSIBILITIES

Oregon statutes make the Oregon State Board of Education responsible for coordinating the community college programs with general supervisory responsibilities for those programs. The Oregon State Board of Education is responsible for the preparation of estimates and requests for legislative appropriations for a reasonable and consistent basis of support and for establishing standards for the distribution of that support.

Although the Oregon State Board of Education has a good deal more power than it presently exercises, its choice has been to allow the community colleges latitude, a decision which we find to be proper. This latitude is not abused by the community colleges at the present time, but should be continually monitored by an Oregon State Board of Education review process on a regular basis.

It is our conclusion that diversity among the community colleges is vital to their very nature and a governing structure which allows local autonomy is desirable. A diversified system, however, needs safeguards to avoid unnecessary duplication, promote coordination, exchange information, and attain some degree of standardization.

The Oregon State Board of Education, according to the administrative rules, is to perform functions of leadership and regulation and to coordinate efforts with other agencies having educational functions. It has a responsibility to insure quality education and to see that the curriculum is suited to the needs of the students and the public. It has a shared responsibility with the Oregon State Board of Higher Education to see that the state requirements for general adult education and career education for occupational retraining are met. The administrative duties of the Oregon State Board of Education are carried out by the officials of the State Department of Education whose responsibilities extend to elementary and secondary schools, community colleges, the Legislature, and to the public.

We favor the diversity that we found among the 13 community colleges in Oregon, although this diversity was also the source of a great deal of frustration. To become acquainted with one community college did not mean familiarity with any of the others. Our experience indicated that, although there are basic definitions for community colleges, the "real thing" is something quite different. The schools are as diverse as the places and the people involved. NO TWO ARE ALIKE! We believe this "individualism" is proper in order for the schools to meet the needs of their districts and we believe every effort should be made to retain this diversity.

The diversity, the newness, and the lack of uniform data all contribute to the basic lack of understanding of the community colleges that is so prevalent. In order to maintain decentralization and diversity, comprehensive information of a system-wide nature is appropriate. It is a political reality that people are much more likely to support something they understand. Community colleges as a group are not very understandable by the layman and more complete information to voters is badly needed. Efforts have been directed towards involving the community in programs. Efforts are also necessary on a state-wide basis to explain the function of the community colleges and their needs. The lack of standards and information of a comparative nature is an invitation for criticism and ultimately centralized state-wide control. Thus, we recognize the need for comprehensive information that gives a composite picture of the community colleges of Oregon.

While endorsing local autonomy, we determined a need for comprehensive and constructive information on a system-wide basis, and we urge that a common system of data collection be instituted. Leadership in this area is a state function which requires the full cooperation and understanding of the community colleges before being implemented.

LOCAL BOARDS

The Local Boards of Education have general supervision and control functions. They prescribe the educational programs which must then be approved or disapproved for state aid; they employ officers, define their duties, terms and conditions of employment; they provide and disseminate public information, maintain programs, services, and facilities; and they provide student services, i.e. health, guidance and many others (see Appendix).

We believe the directive to the community colleges contained in the Oregon statutes to remain non-traditional is an important concept. With Local Boards of Education playing a key role in decision-making, the schools are more likely to be innovative, forward thinking, and flexible. We recommend that the community colleges avoid or eliminate academic ranking of instructors, allow for and encourage student input whenever possible and utilize the local community college district Advisory Committees to the fullest extent possible.

We recommend a systematic plan be worked out to exchange a State Department official for a community college administrator on a sabbatical basis. This could be done on an informal basis and would serve the useful purpose of informing each organization of the basic problems of the other.

COLLECTIVE BARGAINING

We view collective bargaining as a reality, a fact of life for faculty and administrators of the community colleges and the general public who pay taxes. In order to avoid unnecessary conflicts, delays, and general frustration, we recommend that the Legislature define carefully and clearly the areas of responsibility for management and the areas of responsibility for labor. We believe that the establishment of clear basic ground rules within which collective bargaining should take place would aid in avoiding conflicts and delays and would implement and hasten fair, constructive agreements between labor and management.

Although the collective bargaining sessions at most of the community colleges have been a good example of responsible collective bargaining, there have been a few isolated instances in which the bargaining sessions have consumed excessive amounts of time and energy. These are always more costly both in expense and good relations between parties. Any ground rules that would aid the clarification of those issues that are subject to bargaining, and those issues that are already the responsibility of management or labor and non-negotiable, we believe would be desirable.

UNIFYING THE PORTLAND METROPOLITAN COMMUNITY COLLEGES

We recommend that a study be made to determine the desirability of combining the administrations of Portland Community College, Mt. Hood Community College, and Clackamas Community College, for reasons of economy, program coordination, and facility utilization. Our Study Committee was unable to agree on a recommendation regarding the consolidation of these administrations, all within the Portland metropolitan area.

Consideration should be given to centralizing the administrative duties, i.e. leadership, and it should be a coordinating effort with a degree of local autonomy at the branches to insure the necessary flexibility reflective of the people and needs of those areas. Essentially, we are suggesting consideration of the state model scaled down to meet local requirements in this, the largest concentration of people in the State.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

GOVERNANCE:

1. We support the comprehensive Oregon community college concept defined as a combination of career education, college transfer programs leading to two-year associate degrees, and community education classes, with guidance and counseling as an integral part of each.

2. We believe it is in the best interest of Oregonians that the present decentralized form of governance for the community college system be continued. This gives the schools local autonomy within broad state policies under the direction of a local district board.

3. We endorse the present system which places the community colleges under the leadership of the Oregon State Board of Education.

4. While endorsing local autonomy, we determined a need for comprehensive and constructive information on a system-wide basis, and we urge that a common system of data collection be instituted. Leadership in this area is a state function which requires the full cooperation and understanding of the community colleges before being implemented.

5. We recommend that the community colleges avoid or eliminate academic ranking of instructors.

6. We recommend a systematic plan be worked out to exchange a State Department official for a community college administrator on a sabbatical basis. This could be done on an informal basis and would serve the useful purpose of informing each organization of the basic problems of the other.

7. We recommend that the Legislature define carefully and clearly the areas of responsibility for management and the areas of responsibility for labor. We believe that the establishment of clear basic ground rules within which collective bargaining should take place would aid in avoiding conflicts and delays and would implement and hasten fair, constructive agreements between labor and management.

8. We recommend that a study be made to determine the desirability of combining the administrations of Portland Community College, Mt. Hood Community College, and Clackamas Community College, for reasons of economy, program coordination, and facility utilization. Our Study Committee was unable to agree on a recommendation regarding the consolidation of these administrations, all within the Portland metropolitan area.

CHAPTER III

FINANCE

FUNDING

There is an inevitable relationship between patterns of control and support. The funding pattern, such as Oregon presently has, is consistent with the philosophy of local autonomy. We do not envision a community college system that is 100% state supported, such as Washington's, with no direct local commitment of funds and no direct voice in the governance of the institution.

We reaffirm the present general funding pattern in which operating costs are proportioned in the following approximate percentages: 50% from the state general fund, 30% from the district property taxes, and 20% from student tuition.

STATE RESPONSIBILITY

The state has not always maintained support of the community colleges at the 50% level. The problem is largely due to the budget appropriation based on enrollment figures forecast two to three years in advance and the difficulty the Legislators are experiencing in resolving competitive claims for state general funds.

As part of the budgetary procedure costs for the forthcoming school year are projected. As part of the process the schools must estimate the number of students they expect to enroll. This projected enrollment figure is the basis for the state appropriation. These figures are first compared with figures projected by the Educational Coordinating Council for the same period and adjustments are made. The State Department of Education then compiles the budget requests for the community colleges. The community college budget request, after adjustment by the Executive Budget Officers, becomes a part of the Governor's budget which then goes to the Legislature for approval.

Legislators are finding it increasingly difficult to resolve competitive claims for financial support. With the present financial crunch, there is a movement towards closer examination of outlays to public institutions. While scrutiny is necessary, it should not be an examination of the way the funds are spent, but an examination of the "checks and balances", the accountability of the institution against its mission and role.

Once it has been established that a satisfactory "check and balance system" exists and that the schools are accountable in a responsible way for upholding the state educational policies, the state should uphold its responsibility of funding the community colleges at the 50% level. This is something the state has not always done.

OREGON COMMUNITY COLLEGES

HISTORICAL ANALYSIS OF STATE FUNDS PAID FOR REIMBURSABLE FTE
And Those RFTE Not Supported by State Funds

	1965-66			1966-67			1967-68			1968-69			1969-70		
	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*
BLUE MOUNTAIN	$ 248,498.70	573.9	0	$ 255,989.60	591.2	0	$ 359,587.00	735.3	62.5	$ 381,066.00	789.2	69.4	$ 514,354.00	905.8	32.8
CENTRAL OREGON	266,424.90	615.3	0	258,890.70	597.9	0	316,146.06	605.5	24.1	380,647.24	750.7	31.9	495,928.00	845.0	9.0
CHEMEKETA	262,831.00	607.0	0	303,446.00	701.9	1.1	433,212.14	876.5	36.3	479,635.00	987.7	40.3	635,368.00	1,171.0	55.0
CLACKAMAS	0	117.2	117.2	52,782.70	121.9	0	260,500.00	484.1	19.9	406,136.00	851.7	74.0	702,100.00	1,282.4	32.4
CLATSOP	193,984.00	448.0	0	204,116.00	499.4	28.0	318,529.61	610.7	24.3	280,485.00	529.6	23.3	351,159.40	558.9	0
LANE	556,015.30	1,284.1	0	937,228.50	2,164.5	0	1,174,260.00	2,655.5	103.9	1,597,997.00	3,664.1	133.9	2,227,623.00	4,524.5	211.2
LINN-BENTON	-	-	-	-	-	-	127,440.00	242.3	20.7	323,435.00	643.9	47.2	521,824.00	923.9	35.9
MT. HOOD	-	-	-	175,365.00	406.6	1.6	521,669.49	1,139.2	94.7	798,868.30	1,827.5	142.8	1,346,761.00	2,667.0	122.5
PORTLAND	1,022,333.48	2,591.7	230.7	1,548,848.30	3,623.3	46.3	1,815,317.90	4,388.2	356.1	2,050,565.00	4,971.1	395.7	3,193,394.80	6,252.6	0
ROGUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SOUTHWESTERN	264,043.00	609.8	0	311,977.20	761.2	10.7	395,022.00	786.3	34.3	431,540.76	872.5	36.1	542,839.60	930.2	0
TREASURE VY.	309,854.80	715.6	0	441,963.10	1,020.7	0	453,394.06	924.8	38.0	467,935.06	959.6	39.2	549,562.60	943.7	0
UMPQUA	113,575.90	262.3	0	186,493.10	430.7	0	290,522.90	549.6	22.2	367,819.40	720.0	29.9	501,157.00	846.5	0
STATE TOTALS	$3,237,561.08	7,824.9	347.9	$4,677,100.20	10,919.3	117.7	$6,465,601.16	13,998.0	837.0	$7,966,129.76	17,567.6	1,063.7	$11,582,071.40	21,851.5	498.8
	Formula: $433 per RFTE			*Formula:* $433 per RFTE			*Formula:* $575 - First 400 RFTE 475 - Next 300 RFTE 433 - Over 700 RFTE			*Formula:* $575 - First 400 RFTE 475 - Next 300 RFTE 433 - Over 700 RFTE			*Formula:* $661 - First 400 RFTE 546 - Next 300 RFTE 498 - Over 700 RFTE		

*Computed at Formula rate x RFTE less State Funds Paid.

OREGON COMMUNITY COLLEGES

HISTORICAL ANALYSIS OF STATE FUNDS PAID FOR REIMBURSABLE FTE
And Those RFTE Not Supported by State Funds

	1970-71			1971-72			1972-73			1973-74		
	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*	State Funds Paid	RFTE	RFTE Not Paid*
BLUE MOUNTAIN	$ 557,877.68	1,012.9	52.5	$ 691,420.98	1,107.2	.2	$ 712,524.00	1,070.4	0	$ 780,954.00	1,069.8	0
CENTRAL OREGON	542,839.60	930.2	0	628,511.20	987.9	0	698,619.38	1,047.1	1.5	802,909.20	1,135.8	35.9
CHEMEKETA	747,552.14	1,539.3	198.0	1,155,825.77	1,986.7	.1	1,496,775.45	2,497.1	26.3	2,041,422.55	3,298.9	117.5
CLACKAMAS	909,388.80	1,801.1	134.9	1,097,005.60	1,875.2	0	1,302,876.00	2,124.6	0	1,491,290.66	2,303.5	46.7
CLATSOP	434,723.80	713.1	0	526,758.28	805.8	1.4	582,849.06	849.7	5.5	684,060.94	1,011.9	74.8
LANE	2,514,031.54	5,207.2	318.8	3,081,669.74	5,638.6	4.6	3,335,741.96	5,760.3	5.6	3,839,725.80	6,529.8	326.0
LINN-BENTON	630,985.38	1,253.3	146.1	905,550.05	1,513.9	1.3	1,031,444.00	1,639.9	0	1,307,466.96	1,998.5	50.6
MT. HOOD	1,641,741.61	3,727.9	591.1	2,651,468.63	4,822.4	3.1	2,915,564.00	5,004.4	0	3,281,647.12	5,320.0	54.2
PORTLAND	3,760,044.76	7,774.1	383.6	4,429,056.19	8,186.2	.3	5,022,143.04	8,796.7	30.6	5,701,498.64	9,830.0	497.2
ROGUE	-	-	-	290,314.71	414.3	.2	526,537.98	764.4	11.9	707,116.60	1,020.3	51.7
SOUTHWESTERN	644,332.00	1,173.3	39.3	734,903.20	1,189.4	0	754,244.00	1,144.9	0	827,692.50	1,141.5	0
TREASURE VY.	606,284.80	1,057.6	0	610,905.92	956.2	1.6	656,710.06	980.2	9.5	641,816.00	879.2	0
UMPQUA	565,833.89	1,029.6	53.2	669,008.80	1,064.6	0	672,596.00	999.1	0	797,507.57	1,176.0	83.5
STATE TOTALS	$13,555,636.00	27,219.6	1,917.5	$17,472,399.07	30,548.4	12.8	$19,708,624.93	32,678.8	90.9	$22,905,108.54	36,715.2	1,338.1
	Formula: $661 - First 400 RFTE 546 - Next 300 RFTE 498 - Over 700 RFTE			*Formula:* $701 - First 500 RFTE 579 - Next 400 RFTE 528 - Over 900 RFTE			*Formula:* $743 - First 500 RFTE 614 - Next 400 RFTE 560 - Over 900 RFTE			*Formula:* $730 - First 1,100 RFTE 595 - Over 1,100 RFTE		

*Computed at Formula rate x RFTE less State Funds Paid.

We recommend that the state uphold its responsibility of funding the community colleges at the 50% level set by the Legislature.

UNDERESTIMATED ENROLLMENTS

Once the budget is approved by the Legislature, the actual funds are distributed by the State Department of Education. Allocation is based on actual FTE enrollment (per term), which in theory sounds good, but in practice creates significant planning problems.

If the schools do not enroll as many students as they had projected, the problems they face include dismissing teachers and cutting programs. If these cuts are not made, the cost per student increases and the state portion drops below the 50% level and the property taxpayers' portion rises above the 30% level.

If more students seek enrollment than the colleges had anticipated, administrators must either close the doors at the given enrollment number, running the risk of alienating local district voters, or enroll them, hoping to obtain additional state funding which is sometimes allocated and often not. If additional state support is not received for those extra students, the added costs of teachers and materials for these additional students will cause supplies and equipment budgets to be severely diluted.

We recommend that the State Legislature allocate funds to the emergency board earmarked for disbursement to the community colleges which document unexpected enrollments.

LOCAL PROPERTY TAX

Five districts have approved a tax base which allows an increase of not more than 6% yearly to be assessed without an election. If more local funding is required because of a higher rate of inflation, or for program expansion, the increase must be approved by the district voters.

The other eight community college districts are on a yearly tax levy and their budgets must be approved by the voters each year. The tax rate is based on the true cash property value. Because there are great differences in the total worth of each district, rates vary.

The relationship between control and support mentioned earlier takes on new dimensions upon examination at the local district level. Although the process of gaining the voters' approval on the budget would seem to insure the school's responsiveness to the community, it does not necessarily follow that when the schools are doing a good job the voters will approve the budget. Recent economic instability, high unemployment, rises in the cost of living, etc., have had a great impact on the voters' willingness to pass operating budgets which most

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975

OREGON COMMUNITY COLLEGES

LOCAL TAX LEVY 1974-75

Institution	Tax Rate	Assessed Value Used To Compute Tax Rate	Average Tax Rate	Amount of Levy Tax Rate will Raise
BLUE MOUNTAIN				
Umatilla	$1.84	$ 518,810,806	$	$ 954,611.88
Morrow	1.84	126,753,380		233,226.22
		645,564,186	1.84	1,187,838.10
CENTRAL OREGON				
Klamath	1.14	40,797,564		46,509.22
Lake	1.20	23,903,975		28,684.77
Deschutes	1.27	542,563,394		689,055.51
Jefferson	1.27	215,221,551		273,331.37
Crook	1.27	148,714,880		188,867.90
Wasco	1.27	1,450,007		1,841.51
		972,651,371	1.26	1,228,290.28
CHEMEKETA				
Marion	1.43	1,640,029,865		2,345,242.70
Polk	1.43	406,362,162		581,097.89
Yamhill	1.43	319,808,179		457,325.70
Linn	1.43	89,549,337		128,055.55
		2,455,749,543	1.43	3,511,721.84
CLACKAMAS				
Clackamas	1.60	1,761,452,740	1.60	2,818,324.38
CLATSOP				
Clatsop	1.74	505,544,250	1.74	879,647.00
LANE				
Linn	1.49	40,528,024		60,386.76
Lane	1.49	2,640,629,242		3,934,537.57
Douglas	1.49	1,989,736		2,964.71
Benton	1.49	10,707,459		15,954.11
		2,693,854,461	1.49	4,013,843.15

OREGON COMMUNITY COLLEGES

LOCAL TAX LEVY 1974-75
(continued)

Institution	Tax Rate	Assessed Value Used To Compute Tax Rate	Average Tax Rate	Amount of Levy Tax Rate will Raise
INN-BENTON				
Benton	1.59	544,986,181		866,528.03
Linn	1.59	1,009,829,496		1,605,628.90
		1,554,815,677	1.59	2,472,156.93
T. HOOD				
Multnomah	1.85	1,502,226,683		2,779,119.36
Clackamas	1.67	274,526,320		458,458.95
Hood River	1.62	13,316,781		21,573.18
		1,790,069,784	1.82	3,259,151.49
ORTLAND				
Yamhill	.68	150,919,529		102,625.28
Clackamas	.68	387,851,350		263,738.92
Multnomah	.68	5,098,159,433		3,466,748.41
Washington	.68	2,251,812,323		1,531,232.38
Columbia	.68	285,522,746		194,155.47
		8,174,265,381	.68	5,558,500.46
OGUE				
Josephine	.71	465,796,528	.71	330,715.53
OUTHWESTERN				
Coos	1.20	685,441,519		822,529.82
Douglas	1.20	135,838,043		163,005.65
		821,279,562	1.20	985,535.47
REASURE VALLEY				
Baker	2.55	16,371,506		41,747.34
Malheur	2.54	285,055,634		724,041.31
		301,427,140	2.54	765,788.65
MPQUA				
Douglas	.84	1,229,405,023	.84	1,032,700.22
OTAL STATE		$23,371,875,646	$1.20	$28,044,213.50

often, means an increase in local tax rates. This economic instability and the current high unemployment rate coupled with the inability of college graduates to find employment plus an increase in the acceptability of technical skills and the need of programs for retraining and upgrading skills, all contribute to the rising enrollments at the community colleges.

TUITION

We do not envision tuition-free schools as in California. The FORE Study Committee believes that students should contribute to their educational costs. Oregon's 20% tuition rate is low enough to allow the majority of those wishing to attend to do so and sufficient to serve as incentive to complete a course or program.

Dr. Leonard V. Koos, a pioneer in the community college field, suggested that Oregon's community colleges be an extension of the public education system and tuition-free. His recommendations were not implemented as it was not thought advisable to extend our public education through grade 14 which is essentially what Dr. Koos' recommendation would have done.

We believe that the community college development as a separate segment of education has been a wise choice and that a student's contribution toward his education enhances his appreciation of the course work. The rate of tuition is determined by the local board; therefore, it varies among schools to some degree but not a great deal. Fees are determined for residents of the districts and a higher fee is set for out-of-district students and an even higher tuition fee is set for those from out-of-state.

Out-of-state tuition should be set to cover the entire cost of an individual's educational expenses. The out-of-district rate, in theory, should cover tuition plus that portion normally covered by property taxes, approximately 30%. Difficulties have developed due to the regional or state nature of special programs. For example, only Clatsop Community College offers a program in Maritime Sciences, only Mt. Hood Community College offers a program in Funeral Service Education, and only Treasure Valley Community College offers a program in Range/Ranch Management. There are several such exclusive programs offered at each community college. We recommend that students who reside or whose parents reside within a community college district have access to ANY community college in the state at the same rate as in-district students if the desired program is not available in the student's resident area.

We found that the community colleges have federal money available for those students needing financial assistance. In some cases, the amount was adequate to cover all those who needed assistance; in most cases, it was not. The state scholarship fund provides aid for those students who qualify.

BUDGETARY PROCEDURES

Although the state agencies budget biannually, the community colleges must budget on a yearly basis. ORS 341.305 requires the preparation of an annual budget and grants the right to levy a tax upon the district for support of the institution.

The budgetary process must conform to the local government budget law which covers all municipal corporations. Those statutory regulations are found in ORS 294.305 - 294.520. These procedures and their enforcement come under the jurisdiction of the Department of Revenue. Such procedures include:

A. Formal examination of the proposed budget by the local (community college) Board of Education and its selected lay-citizens budget committee;

B. A published summary in standardized outline form in local (district) newspapers;

C. An advertised public hearing for citizens to express any concerns, or requests for change;

D. Advertising to be done by the (community college) district and the election conducted by the county clerk if a tax levy is required.

E. Upon adoption, the requirement that the final document be filed with the local assessor and a copy sent to the Department of Revenue.

The community college statutes also require an annual audit and specify that the auditor be selected from the roster of authorized municipal accountants. The auditor, as part of the audit, reviews the procedure and certifies whether or not the statutes were properly followed in the preparation of the budget. Another important audit procedure is that of reviewing the expenditures to insure that they agree with the plan as contained in the adopted budget. Any deviation from the adopted budget must have the approval of the local Board of Education.

The specific accounting practices vary among the institutions as the need requires. But, in all cases, the above prescribed regulations must be met.

We are satisfied that there are adequate regulations concerning the control, preparation of budgets, and expenditure of public funds by the community colleges.

STANDARDIZED DATA

Although we are satisfied that there are adequate regulations for control, preparation, and the expenditure of public funds by the community colleges, the accounting procedures are not uniform among the institutions.

The committee, in examining the budget documents of the various community colleges, found a great difference in the accounts and the ways the expenditures are allocated.

We experienced great difficulty in comparing the costs of one institution to another. The committee recognizes that the schools are organized in unique and individual ways in response to their various districts. This does not, however, preclude the implementation of a uniform chart of accounts. In fact, it is the feeling of the committee that the lack of a uniform chart of accounts invites outside interference and is perceived to be a weak point in the system as a whole.

We recommend that the community colleges develop a uniform chart of accounts to be used by all the community colleges to allow for the comparison of information from the different schools.

There has been much discussion concerning a "conversion matrix", better known as Information Exchange Procedure (IEP), which is described as a data conversion tool diagramed on pages 22 and 23. At the present time, four colleges, Mt. Hood, Lane, Chemeketa and Central Oregon, are cooperating with the State Department of Education in using the model being developed by the Western Interstate Commission on Higher Education. The Information Exchange Procedure is expected to be used by all the community colleges in the near future. With a uniform chart of accounts and the adoption of the Information Exchange Procedure, we would anticipate some very useful and compatible data which will serve to strengthen the community colleges and aid the public in understanding the use of tax funds.

FOUNDATIONS

In our visits we found that while most colleges had foundations few were very active. Central Oregon Community College has a foundation with very active participation. It is used not only in an effort to aid students and special projects for the college but also as an opportunity to involve the community and keep the community informed. The Foundation concept serves a very useful purpose in helping to promote good relationships within the community. Because of the nature of the two year programs, few community colleges have Alumni Associations. Foundations should be the natural organization to fill that gap and make available a way for alumni to support their community college.

Foundations or any other organization such as "friends of the college", etc., are also useful in spreading the community college word, informing local citizens of college affairs, and helping pass budgets. We encourage the colleges to make good use of these organizations.

We recommend the use of the Independent Foundations, Friends of the College, and other civic groups for the purposes of funding special projects, providing financial aid to students, etc., and that this be recognized as an excellent means of involving individuals of the community in college affairs.

EXPANDING CLASSROOM FACILITIES

We recommend the use of existing buildings whenever possible in lieu of further construction.

As additional classroom facilities are needed, it is the suggestion of this committee that the community colleges use existing facilities such as store space in shopping centers (where parking is already provided), schools, etc., whenever possible.

The high cost of construction plus additional maintenance costs and the uncertainty of future student enrollment are only a few reasons for strongly urging community colleges to limit expansion of capital construction.

Figure I

REPORTING SYSTEMS

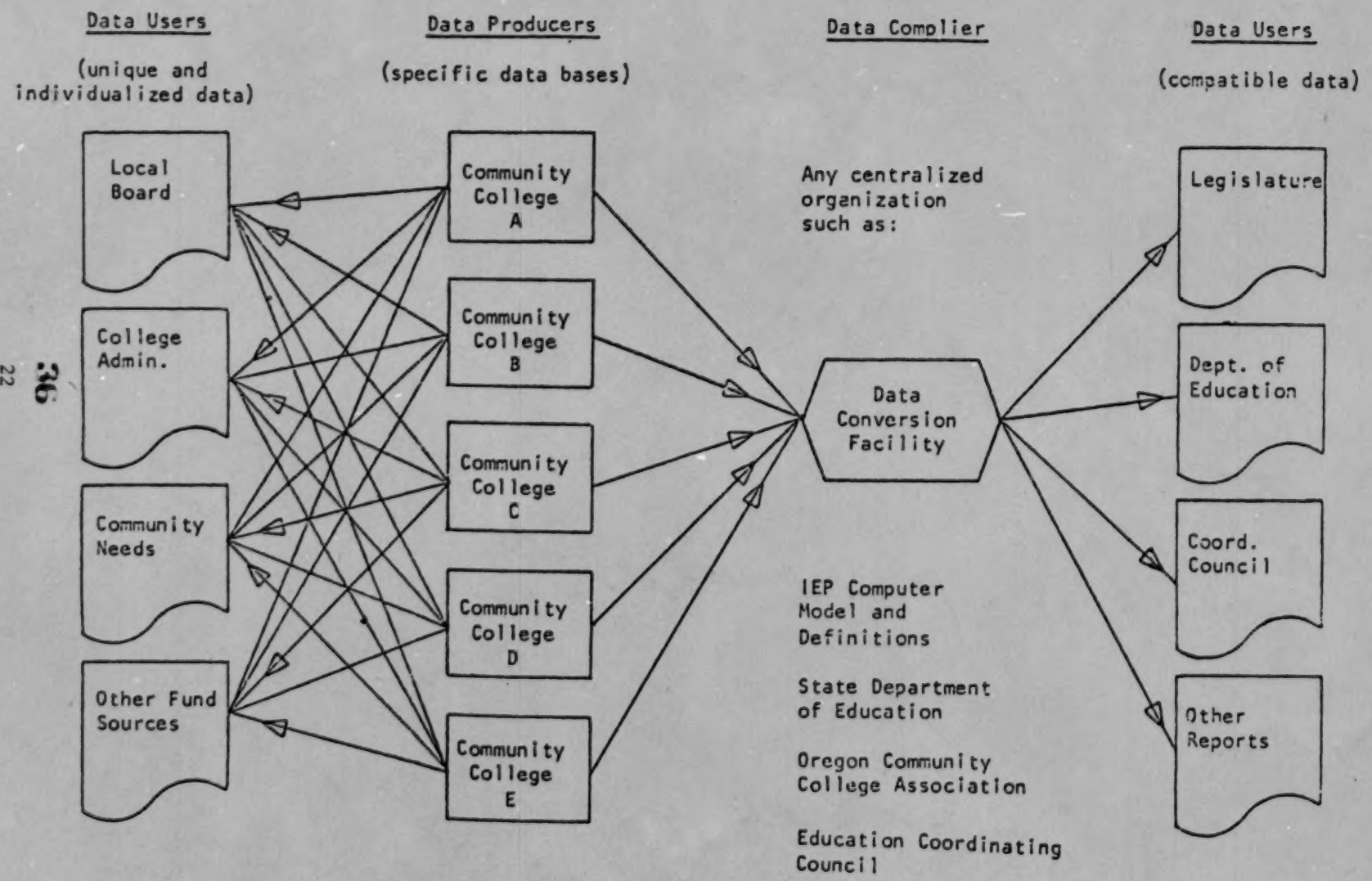
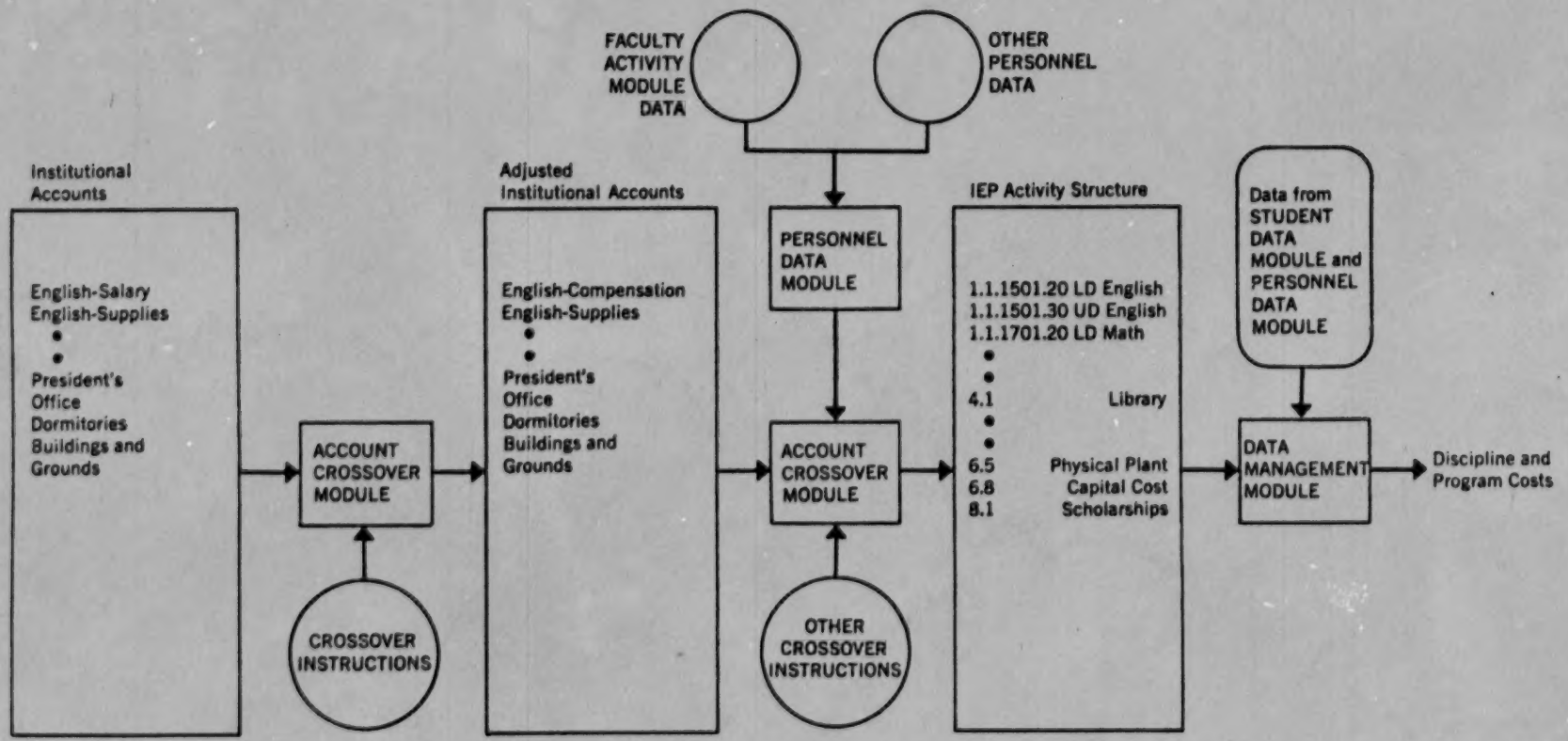


Figure 2
Overview of IEP Crossover Step



SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

FINANCE:

1. We reaffirm the present general funding pattern in which operating costs are proportioned in the following approximate percentages: 50% from the state general fund, 30% from the district property taxes, and 20% from student tuition.

2. We recommend that the state uphold its responsibility of funding the community colleges at the 50% level set by the Legislature.

3. We recommend that the State Legislature allocate funds to the emergency board earmarked for disbursement to the community colleges which document unexpected enrollments.

4. We recommend that students who reside or whose parents reside within a community college district have access to ANY community college in the state at the same rate as in-district students if the desired program is not available in the student's resident area.

5. We are satisfied that there are adequate regulations concerning the control, preparation of budgets, and expenditure of public funds by the community colleges.

6. We recommend that the community colleges develop a uniform chart of accounts to be used by all the community colleges to allow for the comparison of information from the different schools.

7. We recommend the use of the Independent Foundations, Friends of the College, and other civic groups for the purposes of funding special projects, providing financial aid to students, etc., and that this be recognized as an excellent means of involving individuals of the community in college affairs.

8. We recommend the use of existing buildings whenever possible in lieu of further construction.

CHAPTER IV

PROGRAMS

BASIC PROGRAM AREA: VOCATIONAL/TECHNICAL TRAINING

The educational programs at a typical Oregon community college fall into three broad classifications with emphasis placed on Vocational/Technical training. Appendix III shows 46.3% of the states' total FTE are enrolled in a vocational education program. Some very technical and very demanding skills are taught at community colleges in a positive setting. This has increased the desirability and acceptance of technical training and has provided those desiring this orientation the exposure and opportunity for liberal arts classes in conjunction with their regular technical program. Some of the courses are standardized by many years of instruction throughout the country. In this category are courses in typing, bookkeeping, welding, auto mechanics, and many others in which the specific skills are known and the method of teaching has been thoroughly reviewed over the years. As technology changes and new industries move into the community college districts new demands arise and new courses and programs become necessary. Examples include metallurgical technology, operating room technology, emergency medical technology, etc. Some of these are experimental in nature and require further refinement of experience in the field.

In each of the Vocational/Technical program areas, as well as the other program areas, Advisory Committees are formed to help the community colleges develop the curriculum and course content for their various programs. The Advisory Committee, being comprised of representatives from labor, business, industry, agriculture and other interested groups, provides the community college with valuable information from firsthand experience. Many of these advisors are employers of community college graduates and are able to assess whether the program curriculum is indeed preparing the student adequately for the occupation.

Lane Community College has an excellent handbook for its Advisory Committees which covers the history and development, the philosophy and objectives of the college, functions and personal qualifications of the Advisory Committee, committee operations, and guidelines for activities and services of the Advisory Committee officers. We recommend that each community college develop and publish Advisory Committee guidelines for its committees.

Rogue Community College has included students on some of its Advisory Committees and has found this works very well. For the students the Advisory Committee involvement increases course interest and provides them with an opportunity to meet and work with possible future employers. Community college students are often older, have

had previous work experience, are able to contribute to discussions and decision-making and should be provided with opportunities to have a voice in this, the advisory area. Graduates of these programs should be encouraged to provide ongoing evaluative comments. We recommend that students participate in the Advisory Committee programs, either as committee members or in an advisory status, to introduce the client's viewpoint into the process.

The Vocational/Technical programs must, by Oregon law, be related to employment opportunities. The factor that must be recognized here is how the information is gathered. While the State has been helpful in providing the schools with employment figures, the figures are limited to the State of Oregon and are often outdated. We recommend that the community colleges relate their programs not only to district and state employment opportunities but also to national and especially regional opportunities.

We recommend that the Oregon State Board of Education utilize current employment figures and documented projections along with other criteria including Advisory Committee recommendations during its program appraisal process.

LOWER DIVISION COLLEGIATE

The second program area is lower division collegiate (LDC), the traditional offering of the first two years of the standard liberal arts college. Several reasons exist for such offerings at the community college level, an important one being to bring home to the student the educational advantages of this opportunity. This is not only an economic measure; it also provides a cushion for the cultural shock of the large institution and provides guidance and some measure of personal exploration of the question of whether further collegiate academic pursuit is desirable or attainable.

LDC courses are also offerings given to Vocational/Technical and Community Education students. If offered for credit and transfer, the same standards apply to all groups. These courses should continue to meet the academic requirements of the Oregon State Board of Education and should be transferable without question. Where special History, English, etc. courses can be offered for non-credit to adults, a different curriculum may well be offered with grading systems, homework, etc. modified accordingly.

The faculty selection system which is used in the community colleges is an important differentiating parameter. The pattern of hiring has been to select faculty on the basis of teaching excellence and knowledge of the subject. The committee agrees with this policy.

COMMUNITY EDUCATION

In an attempt to determine some standard for defining community education, we referred to Oregon statutes and administrative rules of the Oregon State Board of Education. We found they provide little guidance.

OREGON STATUTES

Community College Policy - ORS 341.009 Para. (8) The community college should offer as comprehensive a program as the needs and resources of the area which it serves dictate.

Board of Education - (Powers Section) - ORS 341.290 Para. (3) Prescribe the educational program.

Aid for Operation - ORS 341.625 Para. (2) Funds available under this section for vocational and technical education, lower division collegiate and other education courses approved by the State Board shall be limited to self-improvement classes as defined by the State Board and shall not include hobby and recreation classes.

ADMINISTRATIVE RULES - OREGON STATE BOARD OF EDUCATION

Community College Course Eligibility - General Authority 42-005:
State Board has responsibility for approval of community college course and curriculum offerings...State funds are available for vocational and technical education, lower division collegiate, and approved other educational courses.

Other Educational Programs - General Authority 42-065:
General self-improvement courses are intended primarily for adults and are independent of occupational curricula. They are not intended for programs which may lead toward a baccalaureate degree and are not vocationally oriented. They may be used as required and as elective courses in degree programs for part-time students in adult community education programs.

Other Educational Areas of Instruction - General Authority 42-070:
The other education category covers areas of instruction not otherwise included in the vocational (occupational) education and lower-division collegiate categories (ORS 341.625). Program areas are: adult basic education, general education development, adult high school completion, English as a second language and self-improvement courses not fitting into the previously listed categories.

Standards for Other Education Course Approval - General Authority 42-075:

(1) State Financial aid is limited to other education courses that are of a self-improvement nature and not hobby or recreation courses (ORS 341.625).

(a) Although state financial aid shall not be used to provide hobby or recreation courses, such courses may be provided on a self-sustaining basis.

(b) A non-reimbursable hobby course is defined as any directed activity engaged in by individuals avocationally, resulting in a collection of objects or in the production of works. Non-reimbursable hobby courses are classified into three categories: collecting hobbies, craft hobbies and proficiency hobbies.

(c) A non-reimbursable collecting hobby course has as its primary aim teaching the techniques of acquiring objects of a like nature with the purpose of completing a set, period, or other similar classification.

(d) A non-reimbursable craft hobby course has as its primary aim teaching the techniques of producing unfinished products, the eventual use of which may be either utilitarian or decorative, but which are not products requiring the manipulative skill and aesthetic sensitivity normally required in those fields considered to be fine arts: e.g. music, painting, sculpting, etc.

(e) A non-reimbursable proficiency hobby course has as its primary aim teaching the techniques of developing individual proficiency and accumulating knowledge in avocational areas.

(f) A non-reimbursable recreation course is defined as any directed activity in which individuals participate with the purpose of engaging in outdoor or indoor physical activity, except those activities which (1) contribute substantially to the physical fitness of a mature individual, or (2) directly related to the educational aspects, i.e. those physical activities in which mature individuals could reasonably be expected to participate during most of their adult lives.

(2) General self-improvement courses are:

a. Intended primarily for adults.
b. Normally more advanced than those commonly offered in the high school level and are not more advanced than those commonly offered in the first two years of college instruction.
c. Those carrying institutional credit which may be applicable in meeting requirements for an associate degree, a diploma or certificate.
d. Those which may be combined into sequences to provide an are of major concentration leading to an associate degree, a diploma or certificate.

e. Those developmental in nature to be offered to (1) those adults with less than an eighth grade education through adult basic education classes, or (2) those adults with less than a high school diploma through adult high school completion programs, or (3) those persons lacking sufficient background in subject matter areas to make satisfactory progress in the regular course of the institution.

In summary, courses that do not fit into the categories of Vocational/Technical or Lower Division Collegiate are now labeled as "Other Reimbursable" for self-improvement classes, and "Non-Reimbursable" for Hobby and Recreation. These titles are confusing to the layman. We recommend that the term "Other Reimbursable" be changed to "Community Education" which should be defined as classes approved for reimbursement by the Oregon State Board of Education which are not classified as Vocational/Technical classes or Lower Division Collegiate classes.

"Community Education" can be better understood by categorizing the classes as follows:

Adult Basic Education	- general educational development, preparation for high school diploma equivalency, English as second language.
Cultural Enrichment	- Music and Fine Arts, Communication Skills, Physical Education, Health and First Aid, Science and Math, Civic Education, Community Development and related special fields, Social Sciences and Sociology, Mechanics (non-technical), Home Maintenance and Repairs, Agriculture, Consumer Education, Home Economics, Occupational Supplementary, Job Skill Development and Improvement, Bookkeeping for Farmers, Small Engine Repair, Small Business Management.
Apprenticeship	- Entrance to these classes regulated by federal and state laws.
Occupational Extension Training	- For employed workers wishing to improve their knowledge or skill of a particular occupation, upgrade craftsmen needing to learn new, improved techniques.
Federally Funded	- WIN (Work Incentive), RSVP (Retired Senior Volunteer Program), MDTA (Manpower, Development and Training).

We do not question the community colleges providing courses to upgrade and improve working skills. We do question public funds being used to support the program area Community Education when:

1. Guidelines for determining the need for such classes are not adequate.

2. The Local Boards of Education which are responsible for prescribing the educational program do not have an operating plan or operating definition that establishes basic criteria on which to make decisions.

3. There is no policy statement, state or local, with reference to the purpose, scope, priorities, and growth of Community Education.

We recommend that the Local Boards of Education adopt guidelines of purpose, scope, priorities, and growth of the program area "Community Education" and that objectives and criteria be adopted for these educational programs: Vocational/Technical, Lower Division Collegiate, and Community Education classes with specific reference to "Community Education".

We believe that in providing Community Education the responsibility for avoiding conflicts and duplication of efforts with other public and private organizations rests with the community colleges.

STATE POLICY AND COORDINATION

State Educational Goals

The State has an important role of leadership in setting policy and coordinating programs. Educational goals and missions were considered by the 1975 Legislative Assembly. These goals and missions, had they become law, would have maintained that the primary role of our educational institutions would be that "students learn". The community colleges' goals and missions would have emphasized and coincided with this philosophy. Objectives should reflect the attitude that the schools exist solely to facilitate and direct the learning of the individual and insure that each person be given an equal opportunity to develop his or her potential. Recognition is given in these proposed goals and missions to the fact that society benefits through an individual's ability to become self-directed. We recommend that the Oregon State Board of Education provide clearly defined state educational goals with specific reference to "Community Education" classes. The local community college Boards should develop and set guidelines for reimbursable and non-reimbursable classes to assure that requests for Community Education classes which are reimbursable are consistent with established State Board policy. The Oregon State Board of Education should provide guidance and leadership but should allow the Local Boards of Education to determine individual objectives.

According to the 1972 Interim Education Committee Report (SB-561 and 562, 1975 Session), the following goals are to be sought:

1. Individuals equipped with the skills and knowledge essential in a complex society.

2. Lives enriched by the arts and humanities.

3. Individuals able and willing to accept their responsibilities as citizens.

4. Individuals qualified for entry into occupations leading to economic self-sufficiency and able to provide society with qualified manpower.

5. The generation and dissemination of knowledge acquired by research.

6. Individuals physically healthy to meet the demands of society.

7. Providing for a lifetime of learning.

Oregon's laws are unique in the sense that they define community colleges in terms of "for whom the programs are to be designed". Programs are designed for those desiring two years of post-secondary education which will qualify them for employment requiring technical skills, for others desiring further education, and for adults who have not completed their secondary education or want to continue their learning opportunities. Old occupational skills are increasingly replaced by new technologies. Community colleges are charged with the responsibility of providing programs through which adults can attain entirely new skills, retrain, upgrade and supplement present occupations. Other states, whose community colleges' purposes have not been codified (i.e. California), are struggling with laws that were written for primary and secondary education and are trying to adapt them to the community college concept with the result of no clear direction.

We recommend that the Oregon State Board of Education and the individual community college Boards improve communications to the general public and to Oregon Legislators regarding present Oregon statutes which define the role of the community college.

PROGRAM COORDINATION

The coordinating function of the Oregon State Board of Education is to insure the deliverance of programs at the community level; make them easily available to those who are employed, have families or for other reasons cannot go away to school; and see that excessive duplication does not occur.

The question the Oregon State Board of Education must address is "when is a program necessary for community availability and when is a program an unnecessary duplication and a waste of tax money"?

We are satisfied that there are just appeal procedures and flexibility is evident. It is our observation that duplication cannot be avoided and is not always wasteful but necessary if the community college concept is to be valid. We have concluded that the Oregon State Board of Education has used good judgement in its decisions.

A part of the coordination function is the approval of courses for reimbursement. The statutes state that no state funds shall be paid for hobby and recreational classes. However, classes of a self-improvement nature are acceptable. The Oregon State Board of Education has no doubt received criticism for allowing some classes to receive reimbursement and criticism for not allowing reimbursement of others. There are wide differences of opinion within our FORE committee. A list of courses considered to be hobby and recreational, not approved for reimbursement, is included in the appendix. We have found there to be an adequate appeal procedure for occasions when non-reimbursable courses, if they are shown to be substantially related to occupational concerns, are allowed to receive reimbursement status for a particular college. We withhold any recommendation concerning what should and what should not be reimbursable but urge that more definitive guidelines be established by the Oregon State Board of Education to avoid confusion.

PROGRAM CONSOLIDATION

We recommend that the Oregon State Board of Education develop a funding incentive for community colleges which practice program consolidation.

If a program can be adequately structured within one year, it should not be stretched into a two year program. We encourage a trend toward condensing programs as opposed to extending them. One way of condensing a program is to eliminate any courses not related or necessarily needed for occupational preparation. Another method of achieving this same end is to allow students who can move through a two year program in less time to do so. As an example, Linn-Benton Community College has developed a teaching method of individualized instruction which allows a student to proceed at his own rate. An individual able to complete a two year program in less time is saving the taxpayers money and benefiting himself by being available for job openings at an earlier date. Present funding patterns do not reward administrators who work toward this end. We believe practices such as these save money for both the taxpayer and the student.

PROGRAM EVALUATION

While philosophies do not change a great deal, the understanding of the learning process will undoubtedly change and revisions will be necessary in the delivery of education, institutions, teaching methods and the evaluation of these. The Oregon State Board of Education is

responsible to the community colleges for procuring State funds. They are responsible to the Legislature to give evidence that general fund money spent by the community colleges meets the requirements set forth by the statutes and is in accordance with sound management practices. In the consideration of a measurement of principle accountability, the Board must seek a balance between institutional independence and institutional accountability and recognize that burdening the community colleges with time consuming reports defeats its purpose. We recommend that the Oregon State Board of Education adopt a systematic method of program evaluation for the community colleges that would assure the Legislators and the taxpayers that although the community colleges have a great deal of autonomy they are indeed accountable.

Questions of when and what criteria are used in the decision to drop a course or program received varied answers. Many schools related examples indicating courses were dropped due to decisions based on the enrollment factor (12-15 students was the minimum indicated by most schools), a change in priorities, or diminishing occupational opportunities. We recommend that the Local Boards of Education continue to evaluate programs with reference to the colleges' educational goals and continue to drop courses when enrollment falls below an established minimum, when a shift of priorities occurs, or when occupational opportunities diminish, etc.

As we have seen, program offerings at a comprehensive community college are designed to do several things.

1. To generally extend education.
2. To train those desiring technical skills and provide access to a broad range of liberal arts classes.
3. To provide lower division college courses at a low cost, close enough to home to further reduce expenses.
4. To provide adult basic education (high school diploma for adults), self-improvement courses, and courses designed to supplement present occupations (bookkeeping for farmers, fishermen, etc.).

Local autonomy permits and encourages program offerings at the community college to reflect the unique needs of each district. However, it is necessary to formulate Local Board of Education guidelines for determining those "needs". Consideration must be given to other community resources that are already providing educational services. We recommend that the Oregon State Board of Education require all local Community College Boards to establish guidelines for determining educational needs. Other community resources which may be providing those services (i.e. park and recreation district programs, home extension classes, YMCA-YWCA programs, other public agencies, proprietary schools, etc.) must be considered in the decision-making process. These guidelines should then be approved by the Oregon State Board of Education and should be integrated into the program approval process.

ARTICULATION

There has been much discussion of coordination between the various segments of education: secondary, post-secondary (community colleges) and higher education. Evidence indicates that efforts between secondary and post-secondary are being made by individuals on a teacher to teacher basis or within professional groups (biology teachers, math teachers). Activity was most apparent in the sciences.

Wally Johnson, Chairman of the Science Department at Treasure Valley Community College, has been very effective in standardizing high school science classes. Students from district high schools are well prepared for the science courses at his community college. Blue Mountain's math instructor, Harold Hauser, has been instrumental in working with high schools in the Pendleton area with much the same results; students are better prepared for college course work. We recommend articulation efforts continue to be made on an individual basis or within professional teacher groups, and that the administration continue to promote better relations between secondary and post-secondary schools.

Cooperation between the community colleges and the State System of Higher Education usually takes place at a different level. Oregon State University President Robert MacVicar has been involved with the establishment of better relationships with the community colleges resulting in more community college course work being accepted for credit at Oregon State University.

When the community colleges were first established, only those classes given in the lower division college program area were accepted for transfer and were not entirely without problems despite precautions taken.

Much progress has been made and efforts are now being directed to extending transferability to some vocational/technical course work. Many of the state colleges and universities will accept, on a limited basis, vocational/technical course work for credit to fill elective requirements.

For example, Oregon State University and Blue Mountain Community College have reached an agreement in the area of civil and electrical engineering. Course work completed at Blue Mountain in either civil or electrical engineering can be transferred for credit as work completed towards a student's major requirements in the engineering school at Oregon State University. We recommend that higher education administrators join with community college administrators to develop better relations, to extend the acceptance for credit of more community college Vocational/Technical course work, and to make cer tain that Lower Division Collegiate credits are freely transferable within the state system of education.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

PROGRAMS:

1. We recommend that each community college develop and publish Advisory Committee guidelines for its committees.

2. We recommend that students participate in the Advisory Committee programs, either as committee members or in an advisory status, to introduce the client's viewpoint into the process.

3. We recommend that the community colleges relate their programs not only to district and state employment opportunities but also to national and especially regional opportunities.

4. We recommend that the Oregon State Board of Education utilize current employment figures and documented projections along with other criteria including Advisory Committee recommendations during its program appraisal process.

5. We recommend that the term "Other Reimbursable" be changed to "Community Education" which should be defined as classes approved for reimbursement by the Oregon State Board of Education which are not classified as Vocational/Technical classes or Lower Division Collegiate classes.

6. We recommend that the Local Boards of Education adopt guidelines of purpose, scope, priorities, and growth of the program area "Community Education" and that objectives and criteria be adopted for these educational programs: Vocational/Technical, Lower Division Collegiate, and Community Education classes with specific reference to "Community Education".

7. We recommend that the Oregon State Board of Education provide clearly defined state educational goals with specific reference to "Community Education" classes. The local community college Boards should develop and set guidelines for reimbursable and non-reimbursable classes to assure that requests for Community Education classes which are reimbursable are consistent with established State Board policy. The Oregon State Board of Education should provide guidance and leadership but should allow the Local Boards of Education to determine individual objectives.

8. We recommend that the Oregon State Board of Education and the individual community college Boards improve communications to the general public and to Oregon Legislators regarding present Oregon statutes which define the role of the community college.

9. We withhold any recommendation concerning what should and what should not be reimbursable but urge that more definitive guidelines be established by the Oregon State Board of Education to avoid confusion.

10. We recommend that the Oregon State Board of Education develop a funding incentive for community colleges which practice program consolidation.

11. We recommend that the Oregon State Board of Education adopt a systematic method of program evaluation for the community colleges that would assure the Legislators and the taxpayers that although the community colleges have a great deal of autonomy they are indeed accountable.

12. We recommend that the Local Boards of Education continue to evaluate programs with reference to the colleges' educational goals and continue to drop courses when enrollment falls below an established minimum, when a shift of priorities occurs, or when occupational opportunities diminish, etc.

13. We recommend that the Oregon State Board of Education require all local Community College Boards to establish guidelines for determining educational needs. Other community resources which may be providing those services (i.e. park and recreation district programs, home extension classes, YMCA-YWCA programs, other public agencies, proprietary schools, etc.) must be considered in the decision-making process. These guidelines should then be approved by the Oregon State Board of Education and should be integrated into the program approval process.

14. We recommend articulation efforts continue to be made on an individual basis or within professional teacher groups, and that the administration continue to promote better relations between secondary and post-secondary schools.

15. We recommend that higher education administrators join with community college administrators to develop better relations, to extend the acceptance for credit of more community college Vocational/Technical course work, and to make certain that Lower Division Collegiate credits are freely transferable within the state system of education.

CHAPTER V

COMMUNITY SERVICES

"Community Services" as described by Clackamas Community College in its catalogue is "that arm of the college which establishes and reinforces communication between the college and the people it serves. By remaining sensitive to the attitudes and needs in the community, Community Services makes resources and facilities of the college available to its citizens."

It goes on to say, "The scope of Community Services is unlimited and is dependent upon community needs and responses for its direction. It is hoped that more and more citizens will visit the campus, make use of its facilities, and become involved with the college."

On our visitations to the colleges, questions concerning the definition and scope of Community Services were asked. It was stated at one community college that "Community Services seems to be more of a blur, than a defined entity". We found this to be an apt description for a majority of community colleges. There is difficulty in separating the community colleges and their programs from the services they provide their communities. Community Services, as a concept, permeates all facets of the community college.

The lack of definition of Community Services is bothersome. As it now stands it is open-ended and unlimited. Although we do not question the integrity of the individual schools, the administrations, or their local Boards, the absence of limits causes concern.

It is our hope that the individual local Boards of Education would adopt statements of scope and intent. The overall concept is predicated on sensitivity to the residents of the community and their needs. Oregon is indeed fortunate to have preserved local control, for this method appears to be working when it comes to taking the pulse of the community.

We wish to make a statement of general commendation for the community colleges of the State of Oregon. We found each of them to be unique in some respect and the atmosphere of the campuses as varied as the communities served. Each one has some unique programs not offered elsewhere which fill a particular need of the community.

We understand "Community Services" to be a concept, a philosophy, rather than a recipe for action. In our visitations and in writing the Community Service section of this report, we found ourselves asking questions overlapping every other section of this Committee's major concern: students, governance, programs, and finance. It became evident, as we stated before, that Community Services permeates the entire community college concept. We believe the community

colleges of Oregon are generally doing a good job and the comments and recommendations contained in this section of the report are intended to increase the overall performance of the colleges in relation to their purpose and mission.

COMMUNITY SERVICES DEFINITION

There is a need to define Community Services because of legislative pressure, State Board involvement, and local Board responsibilities. We have heard viewpoints expressed about over-extension, about competition with other jurisdictions, adherence to the basic educational functions of a community college, as well as response to the ever growing demands for Community Services. It is obvious that considerable attention should be paid to this topic and we feel that Local Boards of Education should take the initiative in order to maintain and strengthen service to the community. Furthermore, the Community Service role should be allowed to evolve on the basis of individual college actions and programs. The legitimate interest of the Legislature and the State Board of Education in this area needs to be recognized but should not be allowed to dominate the issue.

We recommend that a finer definition of Community Services be achieved by improving the means used by the local Boards of Education to assess community needs.

We recommend the development of stronger and more complete policy statements by local Boards of Education regarding growth and limitations of Community Service Programs.

We recommend that the Oregon State Board of Education request the Oregon Legislative Assembly to amend the first sentence of ORS 341.009 (10) by adding the word EDUCATIONAL: "to establish programs designed to meet the EDUCATIONAL needs of the area served, surveys of the educational and service needs of the district should be made".

OVERLAPPING SERVICES

We observed instances of direct competition between community college recreational programs and the local parks and recreation programs, such competition being over duplication of programs and competition for facilities. On the other hand, we witnessed at least one instance where this problem had been worked out very nicely with either the commuity college or the park district deferring to the other in a cooperative effort.

We recommend that the community colleges work with other local and/or tax supported agencies toward avoiding competition for programs or facilities.

APPRENTICESHIP CLASSES

Apprenticeship programs are offered by the community colleges and supported by public and local funds. Admission is limited to those individuals who have been accepted as apprentices by the regional and local unions. The basic requirements for apprenticeship status are as follows:

1. Generally 18 years of age.
2. Good health and physical fitness for the trade.
3. High school graduation, GED accepted.
4. Completion of aptitude test through Oregon State Employment office (often a considerable waiting period).
5. Willingness to work, study, and attend classes.
6. Ability to maintain proper conduct in the school and on the job.
7. Successful completion of a probationary period of employment.
8. Acceptance after interview by the local joint apprenticeship committee.

Apprenticeship classes are attended in conjunction with on-the-job work experience. We do not question the validity of the apprenticeship classes. We feel that the apprenticeship programs, so long as they are closed to the public, should receive funds from the Bureau of Labor and that district taxpayers should not be required to support classes that are not open to the public.

We recommend that the local unions and the Bureau of Labor help provide funds through a contractual arrangement with the community colleges to underwrite the services provided by those apprenticeship programs not open to the public.

CERTIFICATION

It has been noted by this Committee that the Oregon Legislature has required the community colleges to offer programs and administer tests to certify specific occupational areas (such as realtors, insurance agents, food handlers, etc.) There have been no funds provided to the community colleges to carry out these activities. The local taxpayers have had to support programs mandated by the Legislature and applicable to only a few citizens. It should also be pointed out that there are certain proprietary schools operating which are capable of fulfilling this function and certain professional groups who can and do train their own through the proprietary function. Furthermore, citizens residing outside a community college district have a problem gaining certification because of lack of access to a community college to attend classes, pass examinations and thereby fulfill the law of certification.

We recommend that the Bureau of Labor contract with the community colleges to provide funds to operate certification programs without

controls or restrictions and that the Legislators investigate the ability of proprietary schools to offer certification programs.

SERVICE TO NON-DISTRICT AREAS

There has been much discussion concerning the providing of community college services to all residents of the State of Oregon. The statutes specify that "initiative for the formation of a new community college district must come from the localities to be served" (ORS 341.009) Para. (12). We are in agreement with the statutes and feel there are areas of Oregon that are too sparsely populated to justify a complete community college facility. However, it must be recognized that people residing outside a community college district support Oregon's community college system through their income taxes. In keeping with our democratic principles and the philosophy of education in Oregon, every individual should be given an equal opportunity to further his education.

One method of providing classes to the out-of-district public has been to contract arrangements between community colleges and a local school district. For example, Linn-Benton Community College has a contract arrangement with the school district in Newport, Oregon to provide and administer classes in Newport. These contractual agreements are used by many community colleges but have a limited application and are not satisfactory for those students who wish a full community college program. There are various possibilities that should be explored by non-district areas, but they should remain free to determine the most appropriate means to satisfy their citizen's needs. The following recommendation exhibits the feeling of this committee as to the most feasible method of serving non-district residents.

We recommend that the Oregon State Board of Education appoint or create an administrative entity to secure funds and provide community college education for students who reside outside a district. Such students could attend another district's school, be provided with funded contract services, or otherwise be provided services without the development of a full college facility.

SUMMARY

In summary, Oregon's community colleges provide many kinds of cultural activities and services. Among these are lecture forums, concerts, seminars, institutes, conferences, staff assistance for certain civic projects, use of college facilities, faculty and administrators. To indicate the wide variances found in the Community Services among community colleges, three specific examples are:

1. Treasure Valley Community College offers a course in Agricultural Law. This was instigated by a group of local attorneys who noticed the need for the people of this rural agricultural area to

become familiar with the rights of the farmer and landowner in matters pertaining to the predominate economy of the region. This has had wide acceptance within the community.

2. Clackamas Community College offers courses in Waste Water Treatment, a subject which is certainly relevant to the environmental issues being faced in their immediate area as well as throughout the entire State. A similar program is offered by Linn-Benton Community College. At Lane Community College the program is Environmental Technology with classes in water treatment and purification.

3. Chemeketa Community College teaches sign language and provides interpretative services to the deaf, a needed and useful educational service to this community and to the entire State.

4. Clatsop Community College is the only institution offering an associate degree in Commercial Fishing, Marine Technology, or Oceanographic Technology.

Again, we restate that Oregon's community colleges are doing a good job in serving their communities. We re-emphasize that they should look at the whole picture with not only an eye toward growth of Community Services but also with an eye toward limitations of Community Services to protect the taxpayers' funds which support them. We strongly urge local Boards and local administrators to consider how far is too far, and to control themselves, for we feel the decentralization of our community colleges is one of the factors inherent in making them unique and workable.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

COMMUNITY SERVICES:

1. We recommend that a finer definition of Community Services be achieved by improving the means used by the local Boards of Education to assess community needs.

2. We recommend the development of stronger and more complete policy statements by local Boards of Education regarding growth and limitations of Community Service Programs.

3. We recommend that the Oregon State Board of Education request the Oregon Legislative Assembly to amend the first sentence of ORS 341.009 (10) by adding the word EDUCATIONAL: "to establish programs designed to meet the EDUCATIONAL needs of the area served, surveys of the educational and service needs of the district should be made".

4. We recommend that the community colleges work with other local and/or tax supported agencies toward avoiding competition for programs or facilities.

5. We recommend that the local unions and the Bureau of Labor help provide funds through a contractual arrangement with the community colleges to underwrite the services provided by those apprenticeship programs not open to the public.

6. We recommend that the Bureau of Labor contract with the community colleges to provide funds to operate certification programs without controls or restrictions and that the Legislators investigate the ability of proprietary schools to offer certification programs.

7. We recommend that the Oregon State Board of Education appoint or create an administrative entity to secure funds and provide community college education for students who reside outside a district. Such students could attend another district's school, be provided with funded contract services, or otherwise be provided services without the development of a full college facility.

CHAPTER VI

STUDENTS

As a Committee, we are concerned with whether or not the community colleges are competing with the State System of Higher Education institutions for the same students. It is our conclusion that there is a small percentage of students which has been attracted to the community college for various reasons and might be attending a state college or university if there were no community colleges to attend. However, we are convinced that the vast majority of those individuals enrolled at the community colleges would not be attending any educational institution if there were no community colleges.

STUDENT GOVERNMENT

At all the community colleges, we found some form of student government. There were many forms of organization and these varied in effectiveness. No traditional student government model fits the needs of the community colleges. The reasons are largely due to the students' lack of interest in organizing as a whole. The community college students often are older, work, have families, and spend little free time on campus. The problems that individuals face are individual problems, not group problems. Why then have a student government?

Replies to this question centered around such points as the need for an organized body to disburse funds gathered for student activities from student tuition, the need to provide a voice representative of the students to the Board of Education and the administration, and the desire for the educational experience of participation in such an organization.

We recommend that each school direct more effort towards the development of a student government model that fits that individual community college and its unique student body.

STUDENT CHARACTERISTICS

Oregon's community colleges serve a markedly heterogeneous population with a wide range in age, educational backgrounds, goals, interests, and capabilities. The characteristics of this population have significant implications for current and planned educational programs and for student activities and services.

We faced great difficulty in trying to determine the age group that represents the greatest number of students. This points out again the need for more uniform composite data as discussed previously in the Finance Section. A figure that represents the average age of community college students is not available. The following chart gives information from the Oregon State Department of Education illustrating a combined headcount of all Oregon community college students

enrolled for one or more classes in the Fall of 1974 according to age.

OREGON COMMUNITY COLLEGE STUDENTS BY AGE, FALL, 1974

AGE	HEADCOUNT	AGE	HEADCOUNT
16	1,200	24-28	14,479
17	2,138	29-33	8,234
18	4,396	34-38	7,420
19	4,097	39-43	7,002
20	8,323	44-48	1,713
21	3,560	49-58	2,381
22	3,267	59-68	1,455
23	3,259	69+	581
		Undetermined	9,409

From a survey taken by Lane Community College, the following observations were publicized: "....more than 60% gave low cost as the primary motivation. Students like the comparatively low tuition and the opportunity to live at home at no cost to them personally. Recommendation from friends and relatives, now or formerly at Lane Community College, was declared a deciding factor by more than 26%. About one-fourth of the respondents declared Lane Community College as right for them when compared to their impressions and/or actual knowledge of four-year institutions. They felt intimidated by the size of the university, the thought of large classes, intense competition, and the feeling they might be treated impersonally. One-fourth of them said Lane Community College is "not so big as the university". The quality and quantity of programs here are attractive enough that about 16% mentioned them. Though lower division collegiate students they are in search of job skills. Location is important to at least 11% who want to remain in the community, many because they hold jobs here. Quality of instruction is a lesser factor judged by information volunteered. This is followed by the quality of the physical campus, counselor influence, promotion, and miscellaneous reasons".

The report went on to list some of the responses received during the interviews:

"Good nursing program."

"Lane Community College means individual attention."

"Lane Community College teachers have more time for students."

"I have a college degree. This work is for my own personal improvement."

"I like the informal atmosphere."

"I'm tired of the (a four year school) hassle."

"I always intended to go to Lane Community College."

Clackamas Community College also conducted a student characteristic survey which is quite lengthy and contains a great deal of statistical information. A few of the conclusions that seemed to characterize community college student bodies and set them apart from the student bodies of other educational institutions were the following:

1. The age range is greater.
2. A higher percentage of students are holding jobs.
3. Family income levels are slightly lower.
4. Educational expectations were lower at the start but usually tended to rise.

"I can live at home" and "it doesn't cost so much", were the two most frequent responses given by students polled by Clackamas Community College to determine why they were there.

In our visits to the thirteen community colleges, we spent time with a representative cross-section of students. We found, during our interviews, that most of them had either full-time or part-time jobs and were unable to attend school on a full time basis. A large percentage of students were married with families to support or care for. Many single mothers were enrolled in classes in an effort to gain employable skills or to upgrade present skills. Some of the schools provided day care facilities, all of which were filled to capacity.

Generally, we found the individuals attending the community colleges able to express clearly defined objectives. Many had attended four-year institutions, a surprisingly large number had received degrees and were attending a community college to attain a marketable skill. There were those who found themselves unprepared academically and were enrolled at a community college to improve study skills. There were those who were overwhelmed by the size of the university.

One woman, a grandmother, was attending Chemeketa because it was there and she was interested in expanding her knowledge. She was

enthusiastic about the opportunities to learn and how "terrific" she had found the young people to be. A young student who had previously attended a private four-year college was impressed by the quality of teaching at the community college and the exposure to a variety of people of all ages with diverse interests; this she felt contributed greatly to her educational experience. She described the private schools as being a "closed society" since most of the students were of the same age and background.

The following chart provides the reader with information illustrating the profile of the community college students by program area.

The FTE figure means, again, full-time equivalent. One student attending 15 credit hours equals one FTE or three students enrolled for 5 credit hours represent one FTE. Headcount represents the total number of individuals registered, whether it be for one class or for a full schedule.

ENROLLMENT FORECASTS

Statistics available from the State Department of Education indicate that the community colleges are still growing. A March, 1974 publication "Long-Range Enrollment Trends for Post-Secondary Education in Oregon" authored by the Educational Coordinating Council, forecasts college-age population increases to the year 1983. By 1990, there will be a significant drop in the number of 18-24 year olds due to a decrease in the 1970 birth rates. The Educational Coordinating Committee forecasts an enrollment decline in the public and private four-year institutions since 68% of enrollment in public colleges and universities is between 18-24 and 83% in private colleges. The community colleges will experience a leveling off but are not projected to suffer the decreased enrollment because of the smaller percentage (32.4%) of those in the 18-24 bracket.

The Educational Coordinating Council report suggests that because of the "bulge" expected in the population of 18-24 year olds the problems caused those potential students will be the limitation of courses and opportunities. The Educational Coordinating Committee foresees restrictions on enrollment to institutions during the "bulge" and a need for state-wide policies at all educational levels to deal with the "bulge" and the following decline. The forecasts assume that the percentage of high school graduates going on to school will remain constant. This is, of course, debatable and unpredictable. There are indications that an increase in the unemployment rate within a community college district may bring in additional students for the upgrading of employment skills. Changes in veteran benefits also have a corollary effect on the enrollment patterns.

To give the reader an idea of the size of enrollment at the community colleges Portland Community College enrolls a third of the state's total of community college students. In the 73-74 school year, 56,622 individuals enrolled for one or more classes. This figure is referred to as

PROFILE OF THE COMMUNITY COLLEGES BY PROGRAM AREA

Institution 1973-74	TOTAL NUMBER OF STUDENTS		% LOWER-DIVISION COLLEGIATE		% VOCATIONAL/ TECHNICAL		% OF OTHER COMMUNITY EDUCATION	
	FTE	HC	FTE	HC	FTE	HC	FTE	HC
Blue Mountain	1,088.4	3,439	33.4%	19.4%	50.5%	49.5%	15.2%	25.4%
Central Oregon	1,187.4	5,902	47.9%	17.5%	34.3%	23.8%	14.5%	41.1%
Chemeketa	3,390.4	14,442	28.1%	14.5%	53.8%	57.6%	15.4%	23.3%
Clackamas	2,445.6	12,166	36.3%	23.6%	41.7%	29.5%	16.4%	32.3%
Clatsop	1,076.4	5,672	36.6%	21.1%	39.5%	33.5%	21.3%	40.5%
Lane	6,695.2	22,821	44.7%	27.4%	41.5%	34.8%	12.4%	32.8%
Linn-Benton	2,165.9	10,605	32.4%	16.5%	45.1%	38.3%	15.5%	31.1%
Mt. Hood	5,433.0	17,627	49.1%	36.5%	40.8%	39.6%	8.9%	18.1%
Portland	11,550.7	52,622	29.9%	13.1%	52.0%	32.0%	4.0%	20.5%
Rogue	1,029.2	4,184	30.8%	21.5%	54.3%	42.4%	14.3%	35.7%
Southwestern	1,180.8	4,109	42.7%	21.7%	45.0%	44.4%	11.7%	30.9%
Treasure Valley[1]	1,111.4	2,457	38.3%	35.6%	43.6%	44.3%	16.6%	20.1%
Umpqua	1,206.0	5,431	40.2%	14.8%	44.5%	35.9%	13.1%	42.5%
State Totals	39,560.4	161,477	37.2%	20.2%	46.3%	36.8%	10.7%	26.8%

*HC=Headcount

1-Updated information for Treasure Valley - July, 1975

1,026.6 41.4% 39.9% 17.0%

62

unduplicated headcount. The total full-time equivalent figure for Portland Community College is 11,550.7 or 21% of the headcount. Lane Community College in Eugene is the state's second largest with an unduplicated headcount of 22,821 for the 73-74 school year. The total full-time equivalent enrollment figure for that year was 6,695.2 (29% of headcount). Mt. Hood Community College enrolled 17,627 unduplicated headcount (73-74) with 5,433 full-time equivalent. Chemeketa, for the 73-74 school year, enrolled 14,442 unduplicated headcount with 3,390.4 full-time equivalent. Treasure Valley Community College in Ontario, Oregon's smallest, enrolled in 73-74 2,457 unduplicated with 1,111.4 full-time equivalent.

FINANCIAL AID

"Finances" was an often heard response to the questions centering around "Why are you here?" Many students are able to take advantage of the financial aid assistance programs which are federal government programs.

Basic Education Opportunity Grants: A federal aid program to provide financial assistance to those who need it to attend college is awarded as a grant and this money does not require repayment.

Supplemental Educational Opportunity Grants: This program provides cash grant for students with exceptional financial need who would otherwise be unable to continue their education.

College Work/Study: Part-time employment under federal guidelines for students is provided under this program. Preference is given to students from low income families.

Law Enforcement Grants and Loans: Loans are available to students studying full time toward a degree in law enforcement.

National Direct Student Loan: A full-time student may borrow up to $1500 per year under this program depending on need.

The schools apply for these Federal Grant programs on an individual basis. Some indicated they had received enough money to meet the needs of all of their students who required aid, but most did not have enough to serve all the students' needs.

Scholarships are discussed in Finance Section.

STUDENT SERVICES

Although the community colleges are organized differently, they all have an administrator or Dean of Students who is responsible for student services. The activities for which the Dean of Students is responsible

include: admissions, student records, counseling, testing, financial aid, veteran's affairs, health services, placement, student government activities. Some schools have a foreign student office.

According to the statutes, the community colleges are responsible for providing health service for their students. We found the type of health service to vary greatly from no such service at all to a full time registered nurse and a part-time physician.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

STUDENTS:

1. It is our conclusion that there is a small percentage of students which has been attracted to the community college for various reasons and might be attending a state college or university if there were no community colleges to attend. However, we are convinced that the vast majority of those individuals enrolled at the community colleges would not be attending any educational institution if there were no community colleges.

2. We recommend that each school direct more effort towards the development of a student government model that fits that individual community college and its unique student body.

GLOSSARY

ARTICULATION - The arranging of instructional programs of successive grades and divisions of the school systems so that an interlocking, continuous and consistant educational environment is provided.

BOARD OF EDUCATION OF THE COMMUNITY COLLEGE DISTRICT - A seven member elected resident Board which "shall be responsible for the general supervision and control of any and all community colleges operated by the district". (ORS 341.290)

FTE - "Full-time student means a student who for three terms, each of which provides for not less than 10 weeks or its equivalent of instructional time, carries: (a) Fifteen term hours per week in lower division collegiate courses; or (b) Twenty clock hours per week of other instruction." (ORS 341.005)

GED - General Education Development, the equivalent of a high school diploma.

GOVERNANCE - The organizational structure of the community college or another term for administration or management.

HEADCOUNT - An unduplicated count of students enrolled for one or more classes.

LDC - Lower Division Collegiate, a traditional course offering of the first two years of the standard liberal arts college.

ORS - Oregon Revised Statutes

OREGON STATE BOARD OF EDUCATION - A seven member Board, appointed by the Governor, whose duty it is to "adopt guidelines for the orderly development and management of community college districts, including guidelines for personnel policy formulations and accounting procedures". (ORS 341.015)

VOCATIONAL/TECHNICAL PROGRAMS - Also known as career education, occupational education, and occupational and technical education.

APPENDIX

I Oregon Community College Status Map

II Community Colleges taken from "It's Your Decision - 1974/75 Guide to Oregon's Public Colleges and Universities - Oregon State System of Higher Education)

III 1972-74 Disapproved Courses

IV Percentage distribution of enrollment by major instructional programs.

V Oregon Community Colleges Student Full-Time Equivalencies

VI Oregon Community Colleges Unduplicated Student Headcount

VII Oregon Community Colleges Enrollment Distribution-All Programs By Institution

VIII Oregon Community Colleges FTE Increase by Institution

IX Oregon Community Colleges FTE Increase by Instructional Program

X Oregon Community Colleges Approved Operating Costs - Reimbursable Only - Pre-Audit

XI Oregon Community Colleges Approved Operating Costs Comparison Pre-Audit

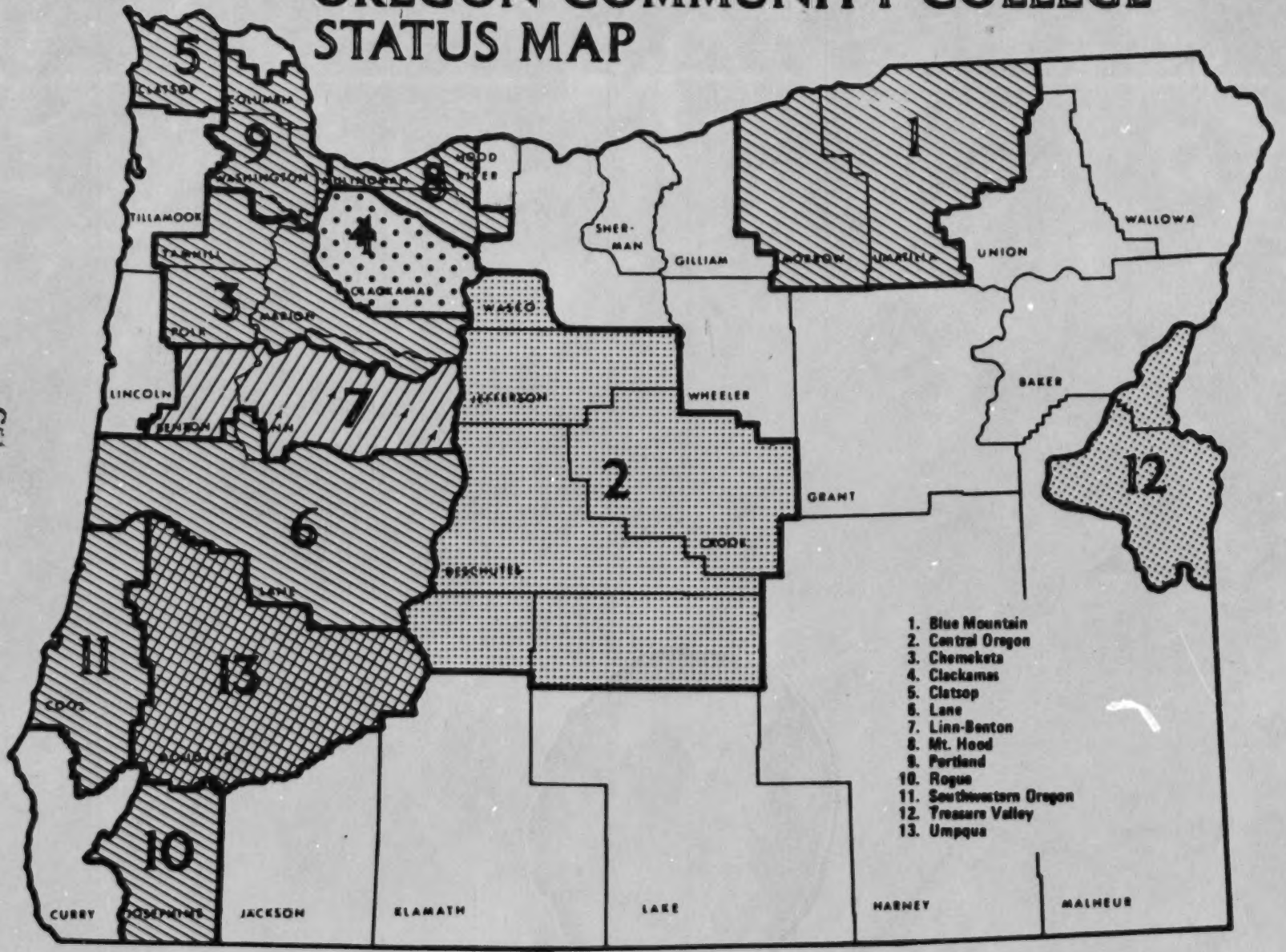
XII Oregon Community Colleges Approved Operating Costs - Reimbursable Programs - Pre-Audit

XIII Analysis of Operating Costs - Reimbursable Programs - Pre-Audit

XIV Local Tax Levy

XV Community College Construction - State Allocations - By Biennium

OREGON COMMUNITY COLLEGE STATUS MAP



Community Colleges

The State of Oregon, through the Department of Education, provides a system of community colleges offering academic transfer and vocational courses. Students planning to transfer to a four-year institution can usually complete the freshman and sophomore years at a community college. However, students planning to major in some professional field will find it necessary to tranfer at the end of their freshman year. Consult the transfer curricula book published by the State System of Higher Education for complete information about transfer programs. A copy is available in your high school guidance office. Also see page 9 on transfer admissions.

The community colleges award the Associate in Arts and Associate in Science degrees. *General information regarding admission requirements, expenses, scholarships, and housing given elsewhere in this book do not apply to the community colleges.* Therefore, be sure to note this information for each school as listed below.

Blue Mountain Community College

Blue Mountain Community College is a public, two-year coeducational institution serving Umatilla and Morrow counties. The 1973 fall term enrollment was 1,026. District residents pay tuition fees of $345 per year; non-resident tuition $465; out-of-state tuition is $810. Any high school graduate may enter the college; persons who are not high school graduates may apply for admission as special students. A privately owned dormitory adjacent to the campus is available for student housing. Full-time students residing within the district but more than 10 miles from the college receive a mileage allowance.

Pendleton:
Population—14,600
For information write:
Director of Admissions
97801

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**

Art
Communications
Drama
English
French
German
Music
Spanish
Speech
Geography
History
Philosophy
Physical Education
Political Science
Psychology
Sociology
Biology
Engineering
Geology
Mathematics
Physics
Zoology
Accounting
Business Administration
Economics

Vocational-Technical

Two-year and one-year programs **AS, Certificate**

Accounting
Marketing and Mid-Management
Medical Secretarial Option
Real Estate
Secretarial Science
Civil Engineering Technology
General Drafting
Law Enforcement
General Office
Electronic Engineering Technology
Technical Agriculture
Practical Nursing
Mechanical Technology
Dental Assisting
Data Processing
Broadcasting
Human Service

Central Oregon Community College

Bend:
Population—14,500
For information write:
Registrar 97701

Central Oregon Community College was founded in 1949. It is a two-year, comprehensive community college, located near the geographic center of the state and offering programs in liberal arts and science, technical, vocational, and adult education. Enrollment in the fall of 1973 was 2,567. Tuition and fees are $315 per year for residents of the district, $495 for residents of the state but not of the district, $1,425 for out-of-state students. A dormitory is available on campus to accommodate 102 students.

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**

Art
Biology, Botany, Microbiology or Zoology
Business Administration
Business Education
Chemistry
Elementary Teacher Education
Engineering (Agriculture, Chemical, Civil, Electrical, Industrial, Mechanical, Nuclear, General Engineering, and Engineering Physics)
Engineering Technology (Agriculture, Civil, Electrical, Power Mechanical, and Nuclear)
English
Pre-forestry
Fisheries and Wildlife Science
Geology
Language Foreign (French-German)
Law
Law Enforcement
Liberal Arts Curriculum
Mathematics
Pre-Medicine: Pre-Dentistry and Pre-Veterinary
Ministry
Music
Pre-Nursing
Pre-Pharmacy
Physical Education
Physics
Secondary Teacher Education
Office Administration-Secretarial Science
Speech
Zoology

Vocational-Technical

Two-year programs **AS**

Automotive Technology
Business Technology
Electronic Technology
Forestry Technology
Medical Records Technology
Medical Secretary
Office Clerical
Secretarial Training
Office Machine Repair
Industrial Technology

One-year programs **Certificate**

Industrial Mechanics
Medical Transcription
Hospital Admission Clerk
Hospital Ward Clerk
Medical Records Clerk
Timber Falling and Bucking
Practical Nursing
Secretarial Training

Chemeketa Community College

Chemeketa Community College is a public supported comprehensive two-year, coeducational institution serving the Mid-Willamette Valley. The college offers vocational-technical programs, lower division transfer courses, adult basic education classes, trade-apprentice classes, and high school completion classes. Students may attend full or part-time. The 1973 fall term enrollment was 6,933 of which 1,982 were full-time students. Tuition is $97 per term for in-district students with mileage offsets, $127 per term for out-of-district students; and $407 per term for out-of-state students. Part-time students pay $9 to $36 per class. Co-curricular activities are encouraged as an important component of a student's development. These activities include cultural presentation, student government, clubs, and athletics.

Salem:
Population—75,000
For information write:
P.O. Box 1007
4000 Lancaster Dr. NE
97310
Telephone: 585-7900

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**
Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Physical Education
First Aid
Health
Law Enforcement
Accounting
Business Education
Business Administration
Secretarial Science
Algebra
Trigonometry
Calculus
Math for Elementary Teachers
Probability & Statistics
Art
Drama
Journalism
Literature
Philosophy
Speech
Writing
Biology
Botany
Geology
Human Anatomy & Physiology
Microbiology
Physical Science
Physics
Zoology

Vocational-Technical

Two-year programs **AS**
Business Mid-Management
  Accounting
  Management
  Marketing
Data Processing Technology
  Computer Programming Technician
Insurance Technology
Real Estate Technology
Secretarial Science
  Professional Secretary
  Medical Secretary
Civil-Structural Engineering Technology
  Cadastral Surveying Technician
  Civil-Structural Engineering Technician
Drafting Technology
  Drafting Technician
  Mechanical Drafting Technician
Early Childhood Education
Electronics Technology
  Electronic Engineering Technician
Food Service Technology
Forest Technology
  Forest Products Technician
  Forest Technician
Health Occupations
  Human Resource Technology (Mental Health)
  Technical Nursing
Machine-Mechanical Technology
  Automotive Technician
  Machine Shop
  Welding and Fabrication Technician
  Well Drilling Technician
Public Services
  Fire Protection
  Police Science
  Undergraduate General Studies in Law Enforcement

One-year program **Certificate**
Clerical Technology
Computer Operations
Dental Assistant
Medical Assistant
Practical Nursing
T.V.-Radio Service (4-terms)
Welding

Clackamas Community College

Oregon City
Population—11,185
For information write:
Office of Admissions,
19600 S. Molalla Avenue,
Oregon City 97045

Clackamas Community College is a two-year public coeducational comprehensive college serving the greater Clackamas County area with a population of approximately 145,000. It strives to meet the educational needs of the community with objectives to offer the first two years of study in four-year college and university courses, and to prepare students for employment in semi-professional, occupational, and technical fields, and to offer adult enrichment courses to the district. Fall term 1973 enrollment including all programs was 6,111 students. Comprehensive counseling service is one of the many student services that are provided by the college. Tuition for in-district students is $105 a term or $315 for a year; out-of-district students is $175 a term or $525 a year. The college obtained its permanent site in spring 1968, and is fully accredited by the Northwest Association of Secondary and Higher Schools. Scholarships, loans, and employment opportunities are available.

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**
Agriculture
American Studies
Anthropology
Applied Science
Art—Applied Design
Art Education
Art History
Auto Diesel Technology
Biology, Botany, Zoology
Business Administration
Business Education and General Studies
Chemistry
Community Service and Public Affairs
Dentistry
Dental Hygiene
Economics
Elementary Education
Secondary Education
Engineering
Engineering Technology
English
Secondary Education in Speech, Writing, Drama
Environmental Health Technology
Foreign Languages
Forestry
General Arts and Letters
General Studies in the Arts
General Science
General Social Science
Geology
History
Home Economics (one or two year program)
Journalism
Landscape Architecture
Law
Law Enforcement
Mathematics
Medical Technology
Medicine
Music
Nursing
Pharmacy
Philosophy
Physical Education and Health
Physical Science Technology
Physics
Political Science
Psychology
Religious Studies
Secretarial Science
Sociology
Speech
Technical Journalism
Theater
Veterinary Medicine

Vocational-Technical

Two-year and one-year programs **AS**
Accounting
Auto Body Repair
Auto Mechanics
Business Technology
Child Care Education
Criminal Justic Corrections
Developmental Disabilities Aid
Drafting Technology
Electronics Technology
Fashion Option
Fire Protection Technology
Home Economics Contemporary
Industrial Hydraulics Technology
Law Enforcement
Machine Shop
Machine Tool Technology
Merchandising (Mid-Management)
Ornamental Horticulture
Secretarial Science
Video-Audiovisual Technology
Wastewater Treatment Technology
Water Treatment Technology
Welding Technology

Clatsop Community College

Clatsop Community College was founded in 1958 and is a public two-year coeducational community college offering programs and courses in the liberal arts and sciences, general education, vocational-technical fields, and adult education. The college is accredited by the Northwest Association of Secondary and Higher Schools. Enrollment fall term, 1973, was 2,482 with 498 students taking full-time course loads. Tuition for a full-time student who is a resident of Clatsop County will total $288 for a school year. Tuition for a full-time resident of Oregon who does not reside in Clatsop County will total $360 for a school year. A full-time out-of-state student pays $1,008 in tuition for a school year. A $7.60 health insurance fee is also assessed each term to students who are not covered by another health insurance policy.

Astoria:
Population—10,600
For information write:
Director of Admissions
97103

Programs and Degrees

Liberal Arts and Sciences

One-year college transfer programs

Applied Science
Biochemistry
Biophysics
Biology (Botany, Entomology, Microbiology, Zoology)
Chemistry
Computer Science
Dentistry (pre-professional)
Engineering
Environmental Health Technology
Forestry
Landscape Architecture
Medical Technology (pre-professional)
Medicine (pre-professional)
Nursing
Pest Management for Plant Protection
Pharmacy (pre-professional)
Physics
Religious Studies
Technical Journalism
Veterinary Medicine (pre-professional)

Two-year college transfer programs **AA**

Agriculture
American Studies
Anthropology
Art
Art History
Atmospheric Science
Business Administration
Business Education
Community/Social Service
Dental Hygiene
Economics
Education
Engineering Technologies
English
Environmental Health
Foreign Languages
General Studies
General Science
General Social Science
Geology
Health, Health Education
History
Home Economics
Industrial Technology
Journalism
Law (pre-professional)
Law Enforcement
Mathematics
Music
Office Administration (Secretarial Science)
Philosophy
Physical Education
Political Science
Psychology
Recreation Management
Residential Institution Management
Sociology
Speech

Vocational-Technical

Two-year and one-year programs **AS, Certificate**

Business Technology
- Data Processing/Accounting
- Data Processing/Key Punch
- Accounting
- Secretarial/Clerical
- Business Management
- General Office
- Secretarial

Early Childhood Education
Engineering Technology
- Civil Engineering
- Drafting
- Electronics

Forestry Technology
- Forest Engineering
- Forest Management

Industrial Mechanics
- Automotive
- Machine Tools
- Welding

Law Enforcement Technology
- Crime Scene Technician
- Police Administration
- Police Science

Livestock Technology
- Dairy Option
- Livestock

Maritime Sciences
- Commercial Fishing
- Marine Technology

Lane Community College

Lane Community College is a public, two-year coeducational college serving residents of Lane County, plus those parts of the South Lane and Siuslaw School Districts in Douglas County, the Monroe Elementary School District in Benton County, and the Harrisburg Union High School District in Linn County. Unduplicated headcount enrollment during 1973-74 in both credit and non-credit programs totaled 20,000. Tuition for credit programs is $270 a year (3 terms) for in-district students, $570 for residents of Oregon outside the LCC district, $1,407 for non-residents of Oregon, and $1,455 for international students. These totals include a $10 tuition deposit. A partial tuition offset is available to those living within the district but beyond 30 miles from the campus. Student body fee is $5 per term. No housing facilities are maintained by LCC, but a 160-apartment complex is operated for LCC students by a private firm in Springfield. Called "Ashlane," it is a 10-minute drive from the campus.

Eugene:
Population—91,100
For information write:
Director of Admissions,
P.O. Box 1E,
97401

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**

Art
Art Education
Art History
General Studies in the Arts
Landscape Architecture
Business Administration
Business Education
Office Administration
Computer Science
Physical Education
Health and Health Education
Home Economics
Ethnic Studies
Women's Studies
English
Foreign Languages
General Arts and Letters
Secondary Education Program in Speech-Drama/Literature
Writing and Language
Journalism
Speech
Technical Journalism
Engineering
Engineering Technologies
Mathematics
Agriculture
Auto-Diesel Technology
Dental Hygiene
Dentistry
Medical Technology
Medicine
Music
Theatre
Applied Science
Atmospheric Science
Biology
Biology (General Studies)
Botany
Chemistry Entomology
Environmental Health Terminology
Forestry
General Science
General Studies in Science
Microbiology
Pharmacy
Physical Science Technology
Physics
Veterinary
General Social Science
General Social Science—Corrections
Geography
Geology
History
Law
American Studies
Anthropology
Community Service
Community Service and Public Affairs
Economics
Elementary Education
Secondary Education
Law Enforcement
Philosophy
Political Science
Psychology
Religious Studies
Sociology

Vocational-Technical

Two-year and one-year programs — AS, Certificate

- Communications Engineering Technician
- Electronic Engineering Technician
- Electronic Service Technician
- Technical Drafting
- Flight Technology
- Early Childhood Education
- Food Service Supervision
- Dietetic Assistant
- Radio Broadcasting
  - Educational Broadcasting Production Management Technician
- Landscape Development
- Construction Technology
- Welding
- Accounting/Clerical
- Business Management
- Clerk/Typist
- Real Estate Management
- Sales and Marketing
- Secretarial
- Computer Operations
- Computer Programming
- Appliance-Refrigeration Technician
- Traffic and Continuity
- Television Broadcasting
  - Educational Broadcasting Production Management Technician
  - Traffic and Continuity
- Agriculture and Industrial Equipment Technology
- Auto Body and Fender Auto Painting
- Aviation Maintenance Technician
- Diesel Technology
- Insurance Adjusting
- Machine Technology
- Automotive Technology
- Associate Degree Nursing
- Practical Nursing
- Dental Assistant
- Dental Hygiene
- Respiratory Therapy
- Medical Office Assistant
- Environmental Technology
- Forest Technician
- Fire Prevention Technology
- Law Enforcement
- Security and Loss Prevention

Linn-Benton Community College

Linn-Benton Community College offers vocational-technical, lower-division transfer and community education programs and classes on its new campus two miles south of Albany on Pacific Boulaverd (Highway 99E).

LBCC is an "open door" college, established in 1967 to serve the varied educational neds of people in the Mid-Willamette Valley. The final term 1973 enrollment was 3,872 students. Counseling services are available to help students select and plan their education and career opportunities. A Learning Resource Center featuring audio-visual study aids and individualized study skill programs assists students with their studies.

Numerous financial aid programs are available to help students meet their college expenses. Tuition for full-time resident students (Linn and Benton counties) is $96 per term; out-of-district is $168 per term; and out-of-state is $432 per term.

Albany:
Population—17,700
For information write:
Director of Admissions,
6500 S.W. Pacific Blvd.
97321

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs — AA

- Agriculture
- American Studies
- Anthropology
- Applied Science
- Art
- Applied Design
- Art Education
- Art History
- Biology
- Botany
- Entomology
- Microbiology
- Zoology
- Biology
- Business Administration
- Business and Economics
- Business Education
- Chemistry
- Community Service and Public Affairs
- Dental Hygiene
- Dentistry
- Economics
- Education (Elementary and Secondary)
- Engineering
- Engineering Technology
- English
- Environmental Health Technology
- Foreign Language
- General Arts and Letters
- General Social Science
- Geography
- Geology
- History
- Home Economics
- Journalism
- Landscape Architecture
- Law
- Law Enforcement
- Mathematics
- Medical Technology
- Medicine
- Music
- Nursing
- Prepharmacy
- Philosophy
- Physical Education
- Physical Science Technology
- Physics
- Political Science
- Psychology
- Religious Studies
- Secretarial Science
- Sociology
- Speech
- Technical Journalism
- Theater
- Veterinary Medicine

Vocational-Technical

Two-year programs — AS

- Accounting Technology
- Agriculture Technology
- Associate Degree Nursing
- Auto Body Repair
- Automotive Mechanics
- Business Administration
- Business Management
- Cosmetology
- Heating, Air Conditioning and Refrigeration Mechanics
- Industrial Mechanics Technology
- Industrial Supervisory Training
- Machine Tool Technology
- Criminal Justice
- Data Processing
- Drafting Technology
- Fertilizer and Chemicals
- Fire Science Technology
- General Business
- Graphic Communications
- Metallurgical Technology
- Restaurant Management
- Secretarial Sciences
- Supervisory Training
- Turf and Forage Seed
- Turf Management
- Waste Water Technology
- Parent-Child Education

One-year programs — Certificate

- Agriculture
- Bookkeeping-Clerical
- Clerical Services
- Data Processing
- Dental Assistant
- General Business
- Law Enforcement
- Professional Cooking
- Recreational Vehicle Repair (small engines)
- Secretarial Services
- Supervisory Training
- Welding
- Nursing Assistant (3 months)
- Waste Water Treatment

Mt. Hood Community College

Mt. Hood Community College, located in the eastern Portland metropolitan area, primarily serves a district about the size of the state of Rhode Island. The 1974 estimated fall term enrollment is 11,000. The college founded in 1965, offers comprehensive educational, cultural, and sports programs. The college provides a number of grants, loans, and on-campus work assignments to financially assist many students. Regular full-time tuition totals $270 per year for district residents, $450 per year for out-of-district residents of Oregon, $900 per year for out-of-state students. All standard lower-division college programs are offered as well as the following vocational-technical programs.

Gresham:
Population—16,000
For information write
Office of Admissions,
26000 S.E. Stark,
97030

Programs and Degrees

Liberal Arts and Sciences

Two-year college transfer programs **AA**

Art
Art Education
Art History
Creative Dance
English
Foreign Languages
General Arts and Letters
General Studies in Art
Journalism
Music
Speech
Theatre
American Studies
Anthropology
Community Services & Public Services
Economics
Elementary Education
General Social Science
Geography
History
Home Economics
Law Enforcement
Philosophy
Political Science
Psychology
Secondary Education
Sociology
Business Administration
Business Education
Office Administration
Residential Institutional Management
Agriculture
Applied Science
Atmospheric Science
Biology
Botany
Computer Science
Dental Hygiene (pre-professional)
Entomology
General Science
Geology
Health & Health Education
Industrial Technology
Mathematics
Microbiology
Pharmacy (pre-professional)
Physical Education
Physics
Zoology

One-year college transfer programs **Certificate**

Applied Science
Chemistry
Dentistry (pre-professional)
Engineering
Environmental Health Technology
Forestry
Landscape Architecture
Medical Technology (pre-professional)
Medicine (pre-professional)
Nursing (pre-professional)
Physical Science Technology
Religious Studies
Technical Journalism
Veterinary Medicine (pre-professional)

Vocational-Technical

Two-year programs **AS**

Accounting Technology
Cosmetology
General Studies
Graphics Technology
Journalism Arts Technology
Radio Production
Special Studies:
Fine Arts
Music
Theatre
Supervision in Business and Industry
Television Production
Vocational Teacher Education
Administrative Secretary
Architectural Technology
Automotive Technology
Automotive Parts Technology
Electronics Technology
Fisheries Technology
Floristry
Food Processing Technology
Forestry Technology
Funeral Service Education
Horticulture
Legal Assistant
Legal Secretary
Import Automotive Technology
Engineering Drafting Technology
Machine Shop Technology
Banking and Finance
Civil Engineering Technology
Consumer Electronics Servicing
Dental Hygiene
Medical Assistant
Medical Secretary
Mental Health Worker
Business Management
Nursing
Occupational Safety and Health Management
Office Machine Repair Technology
Operating Room Technology
Physical Therapy Assistant
Professional Pilot-Business (Aviation)
Real Estate
Respiratory Therapy
Transportation and Distribution

Vocational-Technical

One-year programs **Certificates**

Automotive Technology
Automotive Parts Technology
Consumer Electronics Servicing
Electronic Technology
Legal Secretary
Horticulture
Import Automotive Technology
Engineering Drafting Technology
Medical Receptionist
Nursing Assistant
Practical Nursing
Occupational Therapy Assistant
Office Machine Repair Technology
Operating Room Technology
Supervision in Business and Industry
Transportation and Distribution
Typist Receptionist
Ward Secretary
Welding

378.72

Portland Community College

Portland Community College is an "open door" college providing educational opportunities for all, regardless of age, area of interest, or past educational success. It is called the "Educational Shopping Center" because its organization, facilities, and programs are designed to stimulate exploration and inquiry into new areas. The college offers a broad range of career, lower-division, and general education courses to meet the diverse needs of the community. Counseling and testing services are provided to all desiring aid in establishing an educational program specifically designed to meet their individual needs. Many forms of financial aid and work programs are available to help students finance their education. The 1973 fall term enrollment was 25,269. Tuition is $85.00 per term and $256.50 per school year for area college residents; $162 and $486 for Oregon non-district residents; and $27 per credit hour for out-of-state students.

Portland and surrounding area:
Population—650,000
For information write:
Office of Admissions,
12000 S.W. 49th Avenue
97219

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**

- Agriculture
- Anthropology
- Applied Science
- Art
- Applied Design
- Art Education
- Art History
- Biology
- Botany
- Entomology
- Microbiology
- Zoology
- Biology (General Science)
- Business Administration
- Business Education
- General Studies—Business
- Chemistry
- Community Service and Public Affairs
- Dentistry
- Economics
- Elementary Education
- Secondary Education
- Engineering
- English
- Foreign Languages
- Forestry
- General Arts and Letters
- General Studies in Arts and Letters
- General Studies in Humanities
- General Science
- General Studies in Science
- General Social Science
- Geography
- Geology
- History
- Home Economics
- Journalism
- Landscape Architecture
- Law
- Law Enforcement
- Mathematics
- Medical Technology
- Medicine
- Music
- Pharmacy
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Recreation
- Secretarial Science
- Sociology
- Speech

Vocational-Technical

Two-year and one-year programs **AS, Certificate**

- Business Administration
  - Accounting
  - Banking and Finance
  - Business and Management
  - Merchandising
  - Real Estate Appraisal and Brokerage
- Secretarial Sciences
  - General Office Clerk
  - General Secretary
  - Legal Secretary
  - Medical Secretary
  - Career Secretary
- Cosmetology
- Data Processing
  - Computer Operator
  - Computer Programmer
  - Keypunch Operator
- Education
  - Media Assistant
  - Paraprofessionals
  - Vocational Teacher Education
  - Communication with the Deaf
- Electronic Services Technology
- Engineering Technology
  - Civil Engineering Technology
  - Construction Technology
  - Drafting
    - Architectural
    - Industrial
    - Industrial Illustration
  - Electronic Engineering Technology
  - Mechanical Engineering Technology
- Government Services
  - Criminal Justice
  - Fire Service Technology
  - Police Middle Management
- Health Services
  - Dental Assistant
  - Dental Hygiene
  - Dental Technology
  - Health Records Programs
  - Medical Laboratory Technology
  - Nursing
  - Radiologic Technology
- Home Economics
  - Professional Home Economist
  - Home Economics—Art
  - Home Economics—Business
  - Early Childhood Education
  - Dietetic Technician
- Hospitality Services
  - Hotel-Restaurant-Institutional Operation
  - Commercial Food Preparation
  - Sous Chef
  - Food Service Supervision
  - Culinary Assistant
- Landscape Technology
  - Turfgrass Management
- Leather Crafts Technology
  - Saddles and Tack
  - Shoe Repair
- Legal Assistant
- Machine Technology
- Mass Communications
  - Journalism
  - Radio-TV Broadcasting
- Optical Technology
- Recreation
- Social Services
- Transportation
  - Auto Body Repair
  - Auto Painting
  - Automotive Technology
  - Aviation Maintenance Technology
  - Rotary Wing Maintenance
  - Diesel Service Mechanics
  - Marine Engineering Technology
  - Small Engine Repair
- Veterinary Science Technology
- Visual Arts
  - Commercial Art
  - Graphics Reproduction
  - Photography
- Welding Technology

Rogue Community College

Rogue Community College, Oregon's newest community college, opened its doors in 1971. The 80-acre campus is located on a former Job Corps site three miles west of Grants Pass on the Redwood Highway. The college maintains an "Open Door" admissions policy. Anyone who can benefit from instruction in either the vocational-technical or lower-division college transfer areas will be admitted. There are no grade point requirements and no high school diploma is required. On-the-job training, simulated on-the-job training, and laboratory learning are emphasized whenever and wherever possible in the more than 25 programs available at the college. RCC takes a personal interest in each of its students through a comprehensive student services program that features vocational-educational-personal counseling and a wide variety of financial assistance programs available on the basis of need. Tuition is $96 per term or $288 for a three-term school year for in-district students; $192 per term or $576 per year for out-of-district students; and $430 per term or $1,290 per year for out-of-state students.

Grants Pass:
Population—14,000
For information write:
Director of Admissions
3345 Redwood Highway
97526

Programs and Degrees

Liberal Arts and Sciences

One-year college transfer programs

Chemistry
Dental Hygiene
Dentistry
Engineering
Engineering Technologies (OIT)
Environmental Health Technology (OIT)
Forestry
Landscape Architecture
Medicine
Nursing
Pharmacy
Physical Science Technology
Religious Studies
Technical Journalism
Theater
Veterinary Medicine

Two-year college transfer programs **AA**

Agriculture
American Studies
Anthropology
Applied Science
Art
Art Education
Atmospheric Science
Auto-Diesel Technology (OIT)
Biology
Business Administration
Business Education
Computer Science
Dental Hygiene
Economics
Education (Elementary)
Education (Secondary)
Engineering
Engineering Technologies (OIT)
English
Foreign Languages
General Studies in Humanities
General Social Science
General Studies in Science
Geography
Geology
History
Home Economics
Journalism
Law Enforcement
Mathematics
Medical Technology
Office Administration
Philosophy
Physical Education-Health and Physical Education
Physics
Political Science
Psychology
Sociology
Speech

Vocational-Technical

Two-year programs **AS**

Accounting
Automotive Technology
Business Administration
Fire Science Technology
Food Services
Horse Management and Training
Horticulture
Law Enforcement
Motorcycle Repair
Real Estate
Secretarial Science

One-year programs **Certificate**

Automotive
Clerical Studies
Early Childhood Education
Emergency Medical Technician
Falling and Bucking
Farrier School—Horseshoeing
Food Services
Forest Industries
Industrial Mechanics—Millwright
Licensed Practical Nursing
Log Truck Driving
Nursing Assistance
Respiratory Therapy Technician
Saw Filing
Secretarial Studies
Waiter-Waitress Training
Welding

Southwestern Oregon Community College

Coos Bay/North Bend:
Population—25,00
For information write:
Admissions Office,
97420

Southwestern Oregon Community College was established in 1961. It is a comprehensive community college authorized by Oregon law as a public two-year coeducational institution. Enrollment fall term 1973 was 2,600. The college is located on a 125-acre site in the Empire Lake district of Coos Bay. Seven buildings are in use as well as temporary buildings located in North Bend. Fees are $300 per year (fall, winter, and spring terms). Non-district resident students pay $450 per year. A tuition offset plan assists students traveling from communities within the district. A comprehensive guidance program is provided free to assist students in every way. There are no dormitories, but assistance is provided in finding housing.

Programs and Degrees

Liberal Arts and Sciences

Two-year and one-year college transfer programs **AA**

Agriculture
American Studies
Anthropology
Applied Science
Art
Art Education
Art History
Atmospheric Science
Biochemistry and Biophysics
Biology
Business Administration
Business and Economics
Business Education
Distributive Education
Chemistry
Community Service
Social Service
Community Service and Public Affairs
Computer Science
Dental Hygiene
Dentistry
Economics
Education (Elementary)
Education (Secondary)
Engineering
Engineering Technologies
English
Environmental Health Technology
Foreign Languages
Forestry
General Studies
General Science
General Social Science
Geography
Geology
Health and Health Education
History
Home Economics
Industrial Technology
Journalism
Landscape Architecture
Law
Law Enforcement
Mathematics
Medical Technology
Medicine
Music
Nursing
Office Administration
Pest Management for Plant Protection
Pharmacy
Philosophy
Physical Education
Physical Science Technology
Physics
Political Science
Psychology
Recreation and Park Management
Recreational Resource Management
Religious Studies
Residential Institution Management
Russian Studies
Sociology
Speech
Technical Journalism
Theatre
Veterinary Medicine

Vocational-Technical

Two-year programs **AS**

Aviation Technology
Business Technology
Data Processing Technology
Secretarial Technology
Supervisory Training
Electrical-Electronics Technology
Industrial Mechanics
Law Enforcement
Forest Technology

One-year programs **Certificate**

Bookkeeping-Clerical
Stenography
Data Processing
Practical Nursing
Supervisory Training

Umqua Community College

Umpqua Community College, founded in 1964, is a two-year comprehensive community college offering programs in liberal arts and sciences, technical-vocational areas, basic skill development, and adult continuing education. 1973 fall enrollment was 2,575.

The new campus located five miles north of Roseburg consists of 12 structures arranged campus-style on an oak-studded, 100-acre site bordered on three sides by the North Umpqua River. No campus housing is available, but assistance is provided in locating accommodations. Special services provided for students include individual advising, counseling and registration; tutorial services and basic skill improvement in the Learning Laboratory; and a variety of financial aid opportunities.

Tuition is $330 per year for district residents, $435 for out-of-district students, and $1,200 for out-of-state students.

Roseburg:
Population—15,300
For information write:
Admissions,
P.O. Box 967
97470

Programs and Degrees

Liberal Arts and Sciences

Two-year college transfer programs **AA**

Agriculture
American Studies
Anthropology
Applied Science
Art
Art Education
Art History
Automotive Technology
Biology
Botany
Business Administration
Business Education
Chemistry
Community Service & Public Affairs
Computer Science
Corrections
Criminal Justice Administratiton
Dental Hygiene
Dentistry
Economics
Education
Engineering
Engineering Technology
English
Entomology
Fisheries & Wildlife Science
Forestry
General Arts & Letters
General Science
General Social Science
General Studies in the Arts
Geography
Geology
German
Health
Health Education
History
Journalism
Law
Mathematics
Medical Technology
Microbiology
Nursing
Office Administration
Pest Management
Philosophy
Physical Education
Physical Therapy
Physics
Political Science
Psychology
Recreation
Secretarial Science
Sociology
Speech
Theater
Veterinary Medicine
Zoology

One-year college transfer programs
Architecture
Atmospheric Science
Biochemistry
Biophysics
Environmental Health Technology
Home Economics
Interior Architecture
Landscape Architecture
Medical Lab Technology
Medicine
Music
Nursing
Pharmacy
Physical Science Technology
Religious Studies

Vocational-Technical

Two-year programs **AS**

Accounting Technology
Automotive Technology
General Business Technology
Computer Programming
Cosmetology
Criminal Justice Administration
Civil Engineering Technology
Forestry Technology
Library Media Technician
Nursing (RN)
Fire Science (partial)
Real Estate (partial)

One-year programs **Diploma**

General Clerical
Drafting Technology
Horticulture Technology
Merchandising
Practical Nursing
Welding Technology

Special Programs **Certificate**

Apprenticeship
Heavy Equipment Operation (10 weeks)
Keypunch Operation
Log Truck Operation (6 weeks)
Nursing Assistant (11 weeks)
Sheep Shearing (1 week)

Treasure Valley Community College

Ontario:
Population—7,000
For information write:
Admissions,
650 College Boulevard,
97914

Treasure Valley Community College is a coeducational two-year institution located in the Snake River area. Founded in 1962, it has expanded its offerings to 55 programs and has a ten-year accreditation by the Northwest Accrediting Association. The college, situated on a 94-acre campus, offers a wide range of student services including residence halls, food facilities, and financial aids. Augmenting the educational programs offered are intercollegiate and intramural athletics, dances, student government, drama, and an assortment of clubs and associations. Tuition for in-district students is $360 per academic year, $420 out-of-district, $630 out-of-state, and $1,200 for foreign students. The 1973 fall term enrollment was 576 full-time.

Programs and Degrees

Two-year and one-year transfer programs **AA**

Agriculture
Art
Biology
Business Administration
Business Education
Chemistry
Dentistry
Economics
Elementary Education
English
Foreign Language
Forestry
General Science
History
Home Economics
Journalism
Law
Law Enforcement
Mathematics
Medicine
Music
Nursing
Pharmacy
Physical Education
Physics
Secondary Education
Secretarial Science
Social Science
Speech, Theater Arts
Veterinary Medicine

Vocational-Technical

Two-year and one-year programs **AS, Certificate**

Agri-business
Agriculture Mechanics
Consumer Education
Range/Ranch Management
Forest Technology
Farm Management
Executive Secretarial Science
- General Office Option
- Stenographic program

Comprehensive Design
Law Enforcement
Mechanical Technology
- Mechanics
- Drafting
- Metal Fabrication
- Agricultural Mechanics
- Automotive Parts Sales

Outdoor Recreation
Aviation
- Career Pilot Option
- Agricultural Aviation Option

Mid-Management
Office Management
Practical Nursing
Real Estate
Parts Sales Management
Drafting Technology
Welding Technology
Homemaking and Business
Automotive Body and Painting

COURSES DISAPPROVED FOR STATE REIMBURSEMENT 1972-1974

Advanced Tai Chi
Antique Car Restoration
Astrology
Baking Trim-Cake Decorating
Ballroom Dancing
Basic Cabinet Making
Basic Film Editing
Basic Film Making
Basic Prospecting
Batnik
Beauty and Success Finishing Course for Women
Becoming A More Effective Parrent--Lecture Series
Beginning Bridge
Belly Dancing
Boat Safety (Basic Seamanship)
Bone Therapy
Bonsai Art and Technique
Boutique Sewing (Clothing Accessories)
Cake Decorating
Celestial Navigation
Charm and Self Improving
Chess
Chinese Water Color
Color Harmony for Clothes and Home
Communal Living (Workshop on Alternative Communities)
Community Band
Community Chorus
Community Orchestra
Community Theater Workshop
Consumer Education Series
Continental Cooking
Creative Dance
Custom Shoe Making
Cutting and Preparing Game
Defensive Driving - Approved 8/73 0.600
Detective Fiction
Drum and Bugle Corps
Early Childhood Education Seminar-PCPO
Effective Genealogical Research
Equestrian Arts
Fabric Design
Fiberglass Application and Repair
Flower Arranging for Home and Show (Basic and Advanced)
Fly Tying
Furniture Antiquing
Furniture Cabinet Design
Furniture Refinishing and Antiquing
Furniture Repair

Girls' Volleyball Officiating Course
Glass Craft
Gourmet Cooking
Hand Bag Design
Hoof Care
Horse Management
Horse Science
Horsemanship
Income Tax Preparation - approved 1/74 - 0.847 Basic Tax Preparation
Indiana Beadwork
International Cuisine
Introduction to Color Slides
Knitti[illegible]
Know Yo[illegible] Camera
Lawnmower Maintenance
Leathercraft
Living in the Pioneer Spirit
Macrame
Materials Development Workshop
Mixology (Basic and Advanced)
Modern Dance
Motorcycle Repair
Natural Dyes and Fibers
Non-Loom Weaving
Numerology
Ornamental Woodworking
Outboard Motor Repair
Photography
Photography for Travelers
Pioneer Crafts
Polynesian Dancing
Print Making-Silk Screen
Puppetry
Quilting
Research Family History
Rifle Safety for Hunters
Rug Making
Saling
Sewing Workshop: Men's Knit Pants
Sewing Workshop: Summer Dresses
Sewing Workshop: Summer Sports Clothes
Sewing Workshop: Swimming Suits
Slide Show Programming
Soft Sculpture
Spinning
Sumi Ink Painting
Taxes and the Homeowner
Tole Painting
Upholstery
Vinyl Accessories
Volkswagon Clinic
Weaving
Wine Making
Women's Knit Pants
Wood Shop
Yoga
Zippers

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

TABLE I

Community College Business Services
January, 1975
Rev. July, 1975

PERCENTAGE DISTRIBUTION OF ENROLLMENT BY MAJOR INSTRUCTIONAL PROGRAM

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
BLUE MOUNTAIN							
FTE Students	66-67	650.5	40.4%	50.0%	1.3%	91.7%	8.3%
	67-68	744.6	43.6	49.4	6.6	99.6	.4
	68-69	816.3	43.0	50.2	4.6	97.8	2.2
	69-70	937.8	45.3	48.8	5.2	99.3	.7
	70-71	1,061.5	40.9	52.7	4.0	97.6	2.4
	71-72	1,124.2	39.8	54.4	5.6	99.8	.2
	72-73	1,128.0	34.5	53.7	8.0	96.2	3.8
	73-74	1,088.4	33.4	50.5	15.2	99.1	.9
Headcount	66-67	1,642	25.0	63.9	2.5	91.4	8.6
	67-68	2,021	24.0	48.6	26.9	99.5	.5
	68-69	2,225	25.4	50.1	22.8	98.3	1.7
	69-70	2,456	32.5	42.8	22.2	97.5	2.5
	70-71	2,797	27.6	48.5	16.4	92.5	7.5
	71-72	2,905	29.2	51.5	15.2	95.9	4.1
	72-73	2,992	29.5	45.7	18.0	93.2	6.8
	73-74	3,439	19.4	49.5	25.4	94.3	5.7
CENTRAL OREGON							
FTE Students	66-67	654.8	52.6	28.0	12.9	93.5	6.5
	67-68	675.1	52.1	28.5	15.1	95.7	4.3
	68-69	805.8	49.5	32.9	14.4	96.8	3.2
	69-70	904.4	44.2	38.9	13.1	96.2	3.8
	70-71	973.8	48.9	37.1	12.7	98.7	1.3
	71-72	1,040.3	48.8	37.5	11.7	98.0	2.0
	72-73	1,116.3	51.1	32.0	13.2	96.3	3.7
	73-74	1,187.4	47.9	34.3	14.5	96.7	3.3
Headcount	66-67	1,864	61.5	16.2	15.1	92.8	7.2
	67-68	2,002	30.3	16.6	48.4	95.3	4.7
	68-69	2,866	22.0	15.6	55.6	93.2	6.8
	69-70	3,225	22.0	13.0	59.2	94.2	5.8
	70-71	3,700	19.8	15.1	65.1	100.0	-
	71-72	4,749	18.9	30.3	36.6	85.8	14.2
	72-73	6,031	18.8	27.7	37.0	83.5	16.5
	73-74	5,902	17.5	23.8	41.1	82.4	17.6

TABLE I (Cont'd)

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
CHEMEKETA							
FTE Students	66-67	844.3	-	78.7	4.5	83.2	16.8
	67-68	1,037.0	.5	79.9	4.2	84.6	15.4
	68-69	992.9	1.6	94.4	4.0	100.0	-
	69-70	1,174.5	1.3	95.4	3.3	100.0	-
	70-71	1,542.5	1.2	88.3	10.4	99.9	.1
	71-72	2,015.6	16.5	73.3	8.8	98.6	1.4
	72-73	2,546.6	25.3	63.3	9.5	98.1	1.9
	73-74	3,390.4	28.1	53.8	15.4	97.3	2.7
Headcount	66-67	3,257	-	73.3	22.1	95.4	4.6
	67-68	3,830	-	72.3	22.3	94.6	5.4
	68-69	4,080	-	77.7	22.3	100.0	-
	69-70	5,323	-	84.4	15.6	100.0	-
	70-71	8,172	-	66.5	32.9	99.4	.6
	71-72	10,300	11.7	57.6	25.6	94.9	5.1
	72-73	12,035	13.4	57.6	24.4	95.4	4.6
	73-74	14,442	14.5	57.6	23.3	95.4	4.6
CLACKAMAS							
FTE Students	66-67	141.8	16.9	54.2	17.6	88.7	11.3
	67-68	560.1	36.3	41.9	8.8	87.0	13.0
	68-69	929.7	46.0	37.5	8.1	91.6	8.4
	69-70	1,343.2	49.0	34.7	11.8	95.5	4.5
	70-71	1,842.2	43.1	38.1	16.7	97.9	2.1
	71-72	1,930.6	40.6	41.5	15.2	97.3	2.7
	72-73	2,226.9	39.3	41.6	14.7	95.6	4.4
	73-74	2,445.6	36.3	41.7	16.4	94.4	5.6
Headcount	66-67	1,084	14.6	34.6	23.7	72.9	27.1
	67-68	3,321	19.0	12.5	37.6	69.1	30.9
	68-69	3,165	29.8	14.7	29.8	74.3	25.7
	69-70	5,183	29.0	20.5	29.2	78.7	21.3
	70-71	6,020	30.8	40.5	25.1	96.4	3.6
	71-72	7,274	31.0	30.8	31.9	93.7	6.3
	72-73	10,131	24.2	33.3	32.7	90.4	9.8
	73-74	12,166	23.6	29.5	32.3	85.4	14.6

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TABLE I (Cont'd)

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
CLATSOP							
FTE Students	66-67	544.1	38.5	49.7	4.9	93.1	6.9
	67-68	669.6	44.4	45.3	5.0	94.7	5.3
	68-69	586.5	44.6	45.5	5.9	96.0	4.0
	69-70	595.6	48.2	42.7	8.4	99.3	.7
	70-71	760.3	42.1	45.2	12.4	99.7	.3
	71-72	860.0	37.7	45.3	15.8	98.8	1.2
	72-73	909.2	37.6	41.8	18.2	97.6	2.4
	73-74	1,076.4	36.6	39.5	21.3	97.4	2.6
Headcount	66-67	1,477	26.6	50.6	15.7	92.9	7.1
	67-68	1,577	27.7	44.6	20.2	92.5	7.5
	68-69	1,633	29.2	43.5	18.4	91.1	8.9
	69-70	2,016	27.0	42.4	26.8	96.2	3.8
	70-71	3,042	21.9	42.8	33.9	98.6	1.4
	71-72	3,637	21.0	35.3	39.0	95.3	4.7
	72-73	4,449	24.5	31.9	36.7	93.1	6.9
	73-74	5,672	21.1	33.5	40.5	95.1	4.9
LANE							
FTE Students	66-67	2,417.4	41.4	42.7	5.7	89.8	10.2
	67-68	2,885.8	45.4	41.0	6.4	92.8	7.2
	68-69	3,955.2	50.9	37.7	5.4	94.0	6.0
	69-70	4,766.8	53.5	37.9	5.3	96.7	3.3
	70-71	5,576.5	49.0	38.4	7.9	95.3	4.7
	71-72	5,821.2	44.8	41.7	11.5	98.0	2.0
	72-73	5,907.9	42.7	43.4	12.4	98.5	1.5
	73-74	6,695.2	44.7	41.5	12.4	98.6	1.4
Headcount	66-67	7,270	22.1	68.5	1.3	91.9	8.1
	67-68	8,308	31.4	50.4	6.3	88.1	11.9
	68-69	13,085	27.7	63.5	4.6	95.8	4.2
	69-70	12,151	28.1	71.2	.3	99.6	.4
	70-71	25,671	25.5	38.2	30.4	94.1	5.9
	71-72	20,454	26.4	41.8	28.4	96.6	3.4
	72-73	20,632	25.5	37.3	31.7	94.5	5.5
	73-74	22,821	27.4	34.8	32.8	95.0	5.0

TABLE I (Cont'd)

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
LINN-BENTON							
FTE Students	67-68	283.8	28.4	38.3	18.7	85.4	14.6
	68-69	679.1	48.1	30.3	17.2	95.6	4.4
	69-70	1,016.7	45.8	30.2	15.9	91.9	8.1
	70-71	1,366.7	47.2	30.6	15.0	92.8	7.2
	71-72	1,654.6	39.7	38.7	14.0	92.4	7.6
	72-73	1,854.9	34.0	41.3	13.7	89.0	11.0
	73-74	2,165.9	32.4	45.1	15.5	93.0	7.0
Headcount	67-68	2,807	11.5	38.7	31.9	82.1	17.9
	68-69	4,877	22.6	32.2	39.1	93.9	6.1
	69-70	5,779	27.0	25.1	40.5	92.6	7.4
	70-71	7,271	22.5	29.1	43.6	95.2	4.8
	71-72	8,429	22.5	32.5	35.0	90.0	10.0
	72-73	10,020	17.2	39.4	30.0	86.6	13.4
	73-74	10,605	16.5	38.3	31.1	85.9	14.1
MT. HOOD							
FTE Students	66-67	429.4	67.5	21.2	6.7	95.4	4.6
	67-68	1,231.6	57.2	27.7	7.8	92.7	7.3
	68-69	1,949.4	61.9	26.6	5.7	94.2	5.8
	69-70	2,788.9	59.1	31.5	6.0	96.6	3.4
	70-71	3,968.4	57.7	33.8	4.9	96.4	3.6
	71-72	5,048.1	52.6	39.1	5.5	97.2	2.8
	72-73	5,145.2	50.3	38.9	9.0	98.2	1.8
	73-74	5,433.0	49.1	40.8	8.9	98.8	1.2
Headcount	66-67	989	36.2	27.5	23.9	87.6	12.4
	67-68	9,035	29.1	25.7	20.7	75.5	24.5
	68-69	12,962	34.9	26.8	16.6	78.3	21.7
	69-70	14,524	34.9	26.6	17.3	78.8	21.2
	70-71	14,198	37.7	35.0	14.5	87.2	12.8
	71-72	16,472	35.8	40.8	13.8	90.4	9.6
	72-73	16,856	36.0	38.2	14.7	88.9	11.1
	73-74	17,627	36.5	39.6	18.1	94.2	5.8

TABLE I (Cont'd)

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
PORTLAND							
FTE Students	66-67	4,129.6	37.2	44.9	5.6	87.7	12.3
	67-68	5,130.6	37.3	45.5	3.2	86.0	14.0
	68-69	5,791.4	36.6	47.2	2.9	86.7	13.3
	69-70	6,979.8	38.7	47.8	3.7	90.2	9.8
	70-71	8,783.1	38.4	46.3	4.9	89.6	10.4
	71-72	9,824.3	31.7	48.3	4.3	84.3	15.7
	72-73	10,542.3	30.6	48.5	5.1	84.2	15.8
	73-74	11,550.7	29.9	52.0	4.0	85.9	14.1
Headcount	66-67	23,427	32.2	37.8	7.3	77.3	22.7
	67-68	25,924	30.4	39.5	6.8	76.7	23.3
	68-69	27,111	31.1	38.6	7.1	76.8	23.2
	69-70	29,709	24.9	43.9	13.4	82.2	17.8
	70-71	35,973	20.1	26.7	14.2	61.0	39.0
	71-72	42,593	17.0	28.4	12.7	58.1	41.9
	72-73	47,572	12.4	31.8	16.7	60.9	39.1
	73-74	52,622	13.1	32.0	20.5	65.6	34.4
ROGUE							
FTE Students	71-72	504.9	36.7	41.5	4.5	82.7	17.3
	72-73	823.0	32.2	52.7	9.0	93.9	6.1
	73-74	1,029.2	30.8	54.3	14.3	99.4	.6
Headcount	71-72	2,267	21.7	39.3	10.4	71.4	28.6
	72-73	3,037	22.7	42.4	23.1	88.2	11.8
	73-74	4,184	21.5	42.4	35.7	99.6	.4
SOUTHWESTERN							
FTE Students	66-67	864.6	48.1	30.9	9.2	88.2	11.8
	67-68	797.8	52.4	35.9	10.9	99.2	.8
	68-69	894.1	56.2	31.1	11.8	99.1	.9
	69-70	964.1	51.5	34.7	11.5	97.7	2.3
	70-71	1,237.4	50.9	36.3	9.7	96.9	3.1
	71-72	1,261.5	48.2	41.6	6.6	96.4	3.6
	72-73	1,164.5	43.7	45.6	10.3	99.6	.4
	73-74	1,180.8	42.7	45.0	11.7	99.4	.6

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
SOUTHWESTERN (cont'd)							
Headcount	66-67	2,922	27.0	49.9	17.2	94.1	5.9
	67-68	3,498	23.8	59.1	14.9	97.8	2.2
	68-69	3,739	26.1	60.4	11.5	98.0	2.0
	69-70	3,919	25.7	47.3	26.7	99.7	.3
	70-71	4,061	26.7	27.0	38.5	92.2	7.8
	71-72	4,311	24.4	37.5	31.4	93.3	6.7
	72-73	4,367	23.9	43.8	29.6	97.3	2.7
	73-74	4,109	21.7	44.4	30.9	97.0	3.0
TREASURE VALLEY							
FTE Students	66-67	1,195.0	54.0	44.5	1.0	99.5	.5
	67-68	1,200.0	51.3	43.8	4.8	99.9	.1
	68-69	1,156.4	49.5	42.9	7.5	99.9	.1
	69-70	1,161.3	51.5	38.1	10.4	100.0	-
	70-71	1,245.9	48.8	42.7	8.5	100.0	-
	71-72	1,112.8	46.8	42.9	10.3	100.0	-
	72-73	1,098.6	42.6	39.7	17.7	100.0	-
	73-74	1,026.6	41.4	39.9	17.0	98.3	1.7
Headcount	66-67	3,028	37.4	60.7	1.3	99.4	.6
	67-68	2,682	36.8	50.9	12.3	100.0	-
	68-69	2,253	36.5	27.9	35.2	99.6	.4
	69-70	2,871	40.1	37.9	22.0	100.0	-
	70-71	2,587	38.7	54.1	7.2	100.0	-
	71-72	2,147	37.9	55.5	6.6	100.0	-
	72-73	2,090	36.9	53.8	9.3	100.0	-
	73-74	2,457	35.6	44.3	20.1	100.0	-
UMPQUA							
FTE Students	66-67	444.0	52.6	40.6	3.8	97.0	3.0
	67-68	562.1	51.3	39.0	7.6	97.9	2.1
	68-69	742.8	46.3	42.5	8.6	97.4	2.6
	69-70	858.8	42.4	49.2	7.4	99.0	1.0
	70-71	1,043.9	37.5	53.0	8.5	99.0	1.0
	71-72	1,073.1	39.0	52.6	8.1	99.7	.3
	72-73	1,023.7	38.8	46.6	12.5	97.9	2.1
	73-74	1,206.0	40.2	44.5	13.1	97.8	2.2

TABLE I (Cont'd)

Institution		1 No. of Students	2 LDC%*	3 Voc.Ed.%*	4 Other Reimbursable%*	5 All Reimbursable Programs%*	6 Non-Reimb. & Sep. Contract
UMPQUA (cont'd)							
Headcount	66-67	1,786	32.7	35.7	22.0	90.4	9.6
	67-68	2,254	26.8	32.7	33.2	92.7	7.3
	68-69	2,941	22.2	42.2	30.7	95.1	4.9
	69-70	3,357	19.8	46.0	31.0	96.8	3.2
	70-71	3,805	19.2	41.9	35.5	96.6	3.4
	71-72	4,330	17.2	52.0	29.0	98.2	1.8
	72-73	4,918	17.1	39.0	38.2	94.3	5.7
	73-74	5,431	14.8	35.9	42.5	93.2	6.8
STATE TOTALS							
FTE Students	66-67	12,315.5	40.3	44.5	5.6	90.4	9.6
	67-68	15,778.1	41.3	43.9	6.1	91.3	8.7
	68-69	19,299.6	44.2	42.8	6.1	93.1	6.9
	69-70	23,491.9	45.2	43.3	6.6	95.1	4.9
	70-71	29,402.2	43.3	43.6	7.8	94.7	5.3
	71-72	33,271.2	39.6	45.8	8.1	93.5	6.5
	72-73	35,487.1	37.8	45.7	9.8	93.3	6.7
	73-74	39,475.6	37.3	46.2	10.7	94.2	5.8
Headcount	66-67	48,746	29.0	47.0	9.2	85.2	14.8
	67-68	67,259	26.8	40.4	15.7	82.9	17.1
	68-69	80,937	28.1	41.8	16.0	85.9	14.1
	69-70	90,513	26.3	43.5	18.7	88.5	11.5
	70-71	117,297	23.6	35.5	25.0	84.1	15.9
	71-72	129,868	22.7	37.3	21.5	81.5	18.5
	72-73	145,130	20.3	37.3	23.9	81.5	18.5
	73-74	161,477	20.2	36.8	26.8	83.8	16.2

* Columns 2, 3, 4, and 5 reflect all enrollment in "Reimbursable Programs". The figures given in Column 1 include out-of-state students for whom no reimbursement is made.

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975
Rev. July, 1975

TABLE II

OREGON COMMUNITY COLLEGES
STUDENT FULL-TIME EQUIVALENCIES

Institution	Summer Term	Fall Term	Winter Term	Spring Term	Yearly Total	Total Reimbursable FTE
BLUE MOUNTAIN						
1966-67	16.0	201.3	238.9	194.3	650.5	591.2
1967-68	16.5	248.1	240.0	240.0	744.6	735.3
1968-69	7.8	279.2	264.4	264.9	816.3	789.2
1969-70	17.9	327.2	309.2	283.5	937.8	905.8
1970-71	31.8	363.9	353.5	312.3	1,061.5	1,012.9
1971-72	24.0	395.1	372.0	333.1	1,124.2	1,107.2
1972-73	31.1	393.9	369.0	334.0	1,128.0	1,070.4
1973-74	16.2	362.3	371.8	338.1	1,088.4	1,069.8
CENTRAL OREGON						
1966-67	19.3	231.8	197.1	206.6	654.8	597.9
1967-68	27.0	221.5	224.3	202.3	675.1	605.5
1968-69	31.7	262.1	272.5	239.5	805.8	750.7
1969-70	40.9	299.5	291.1	272.9	904.4	845.0
1970-71	28.1	333.2	326.6	285.9	973.8	930.2
1971-72	23.6	372.3	350.2	294.2	1,040.3	987.9
1972-73	28.5	375.2	383.8	328.8	1,116.3	1,047.1
1973-74	36.8	397.5	403.3	349.8	1,187.4	1,135.8
CHEMEKETA						
1966-67	-	273.7	217.5	353.1	844.3	701.9
1967-68	-	344.4	305.1	387.5	1,037.0	876.5
1968-69	14.1	351.6	323.5	303.7	992.9	987.7
1969-70	-	422.6	391.6	360.3	1,174.5	1,171.0
1970-71	11.9	530.2	505.6	494.8	1,542.5	1,539.3
1971-72	28.4	691.3	666.4	629.5	2,015.6	1,986.7
1972-73	63.3	833.0	837.2	813.1	2,546.6	2,497.1
1973-74	151.2	1,075.9	1,160.2	1,003.1	3,390.4	3,298.9
CLACKAMAS						
1966-67	-	48.4	53.1	40.3	141.8	121.9
1967-68	-	205.2	196.9	158.0	560.1	484.1
1968-69	21.8	358.5	285.6	263.8	929.7	851.7
1969-70	46.1	465.0	433.1	399.0	1,343.2	1,282.4
1970-71	80.6	584.2	606.6	570.8	1,842.2	1,801.1
1971-72	121.8	649.9	605.0	553.9	1,930.6	1,875.2
1972-73	105.9	706.5	722.6	691.9	2,226.9	2,124.6
1973-74	154.5	796.3	761.7	733.1	2,445.6	2,303.5
CLATSOP						
1966-67	6.1	191.4	184.5	162.1	544.1	499.4
1967-68	16.1	230.7	216.4	206.4	669.6	610.7
1968-69	8.1	220.1	188.8	169.5	586.5	529.6
1969-70	19.1	201.0	196.4	179.1	595.6	558.9
1970-71	40.9	260.9	231.7	226.8	760.3	713.1
1971-72	58.1	285.8	271.7	244.4	860.0	805.8
1972-73	59.4	294.8	284.0	271.0	909.2	849.7
1973-74	79.0	331.2	340.4	325.8	1,076.4	1,011.9

TABLE II (Cont'd)

Institution	Summer Term	Fall Term	Winter Term	Spring Term	Yearly Total	Total Reimbursable FTE
LANE						
1966-67	60.4	743.6	842.4	771.0	2,417.4	2,164.5
1967-68	107.8	974.7	925.3	878.0	2,885.8	2,655.5
1968-69	151.0	1,265.0	1,300.2	1,239.0	3,955.2	3,664.1
1969-70	249.9	1,548.9	1,513.3	1,454.7	4,766.8	4,524.5
1970-71	394.9	1,764.9	1,767.2	1,649.5	5,576.5	5,207.2
1971-72	358.4	1,826.3	1,831.7	1,804.8	5,821.2	5,638.6
1972-73	374.6	1,733.4	1,781.0	2,018.9	5,907.9	5,760.3
1973-74	507.2	2,243.9	2,071.2	1,872.9	6,695.2	6,529.8
LINN-BENTON						
1967-68	-	95.9	95.1	92.8	283.8	242.3
1968-69	10.2	217.3	224.7	226.9	679.1	643.9
1969-70	36.2	351.2	330.3	299.0	1,016.7	923.9
1970-71	44.5	468.5	443.2	410.5	1,366.7	1,253.3
1971-72	87.8	549.2	532.0	485.6	1,654.6	1,513.9
1972-73	123.6	613.2	590.2	527.9	1,854.9	1,639.9
1973-74	142.7	664.5	706.5	652.2	2,165.9	1,998.5
MT. HOOD						
1966-67	-	152.2	139.2	138.0	429.4	406.6
1967-68	15.0	457.9	387.4	371.3	1,231.6	1,139.2
1968-69	47.4	718.6	613.1	570.3	1,949.4	1,827.5
1969-70	91.1	1,037.5	871.2	789.1	2,788.9	2,667.0
1970-71	126.8	1,389.3	1,255.4	1,196.9	3,968.4	3,727.9
1971-72	225.0	1,735.5	1,631.3	1,456.3	5,048.1	4,822.4
1972-73	286.4	1,755.7	1,576.1	1,527.0	5,145.2	5,004.4
1973-74	348.5	1,870.9	1,626.3	1,587.3	5,433.0	5,320.0
PORTLAND						
1966-67	271.4	1,351.5	1,244.5	1,262.2	4,129.6	3,623.3
1967-68	298.6	1,697.4	1,560.4	1,574.2	5,130.6	4,388.2
1968-69	423.0	1,869.4	1,758.2	1,740.8	5,791.4	4,971.1
1969-70	458.5	2,351.9	2,117.4	2,052.0	6,979.8	6,252.6
1970-71	622.9	2,910.9	2,703.3	2,546.0	8,783.1	7,774.1
1971-72	800.4	3,154.8	3,075.0	2,794.1	9,824.3	8,186.2
1972-73	1,065.5	3,446.4	3,077.5	2,952.9	10,542.3	8,796.7
1973-74	1,105.7	3,917.8	3,287.2	3,240.0	11,550.7	9,830.0
ROGUE						
1971-72	18.0	168.1	177.2	141.6	504.9	414.3
1972-73	70.9	237.1	274.3	240.7	823.0	764.4
1973-74	96.7	312.5	331.0	289.0	1,029.2	1,020.3
SOUTHWESTERN						
1966-67	45.7	289.6	304.8	224.5	864.6	761.2
1967-68	34.7	282.9	252.9	227.3	797.8	786.3
1968-69	41.8	299.4	299.3	253.6	894.1	872.5
1969-70	28.1	315.9	295.8	324.3	964.1	930.2
1970-71	61.2	413.5	398.0	364.7	1,237.4	1,173.3
1971-72	45.1	435.3	404.4	376.7	1,261.5	1,189.4
1972-73	37.3	397.5	385.5	344.2	1,164.5	1,144.9
1973-74	42.4	390.2	382.3	365.9	1,180.8	1,141.5

TABLE II (Cont'd)

Institution	Summer Term	Fall Term	Winter Term	Spring Term	Yearly Total	Total Reimbursable FTE
TREASURE VALLEY						
1966-67	50.4	396.5	414.9	333.2	1,195.0	1,020.7
1967-68	56.3	370.6	417.4	355.7	1,200.0	924.8
1968-69	47.2	376.1	372.9	360.2	1,156.4	959.6
1969-70	46.9	364.6	388.4	361.4	1,161.3	943.7
1970-71	73.1	394.5	424.5	353.8	1,245.9	1,057.6
1971-72	87.5	331.9	376.4	317.0	1,112.8	956.2
1972-73	143.1	302.5	349.6	303.4	1,098.6	980.2
1973-74	101.1	352.2	296.8	276.5	1,026.6	879.2
UMPQUA						
1966-67	6.2	162.6	141.4	133.8	444.0	430.7
1967-68	24.5	188.4	182.8	166.4	562.1	549.6
1968-69	31.3	251.7	241.2	218.6	742.8	720.0
1969-70	32.5	290.8	263.9	271.6	858.8	846.5
1970-71	50.1	344.8	343.3	305.7	1,043.9	1,029.6
1971-72	44.9	360.1	329.1	339.0	1,073.1	1,064.6
1972-73	26.7	330.6	335.1	331.3	1,023.7	999.1
1973-74	36.5	401.0	380.4	388.1	1,206.0	1,176.0
STATE TOTALS						
1966-67	475.5	4,042.6	3,978.3	3,819.1	12,315.5	10,919.3
1967-68	596.5	5,317.7	5,004.0	4,859.9	15,778.1	13,998.0
1968-69	835.4	6,469.0	6,144.4	5,850.8	19,299.6	17,567.6
1969-70	1,067.2	7,976.1	7,401.7	7,046.9	23,491.9	21,851.5
1970-71	1,566.8	9,758.8	9,358.9	8,717.7	29,402.2	27,219.6
1971-72	1,923.0	10,955.6	10,622.4	9,770.2	33,271.2	30,548.4
1972-73	2,416.3	11,419.8	10,965.9	10,685.1	35,487.1	32,678.8
1973-74	2,818.5	13,116.2	12,119.1	11,421.8	39,475.6	36,715.2

OREGON DEPARTMENT OF EDUCATION
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Community College Business Services
January, 1975

TABLE III
OREGON COMMUNITY COLLEGES
UNDUPLICATED STUDENT HEADCOUNT

Institution	Lower Division	Vocational	Other Reimbursable	Non-Reimb. & Sep. Contract	Total	Percent of Total
BLUE MOUNTAIN						
1966-67	411	1,049	40	142	1,642	3.37%
1967-68	486	982	543	10	2,021	3.01
1968-69	565	1,115	507	38	2,225	2.75
1969-70	797	1,052	546	61	2,456	2.71
1970-71	772	1,357	458	210	2,797	2.39
1971-72	847	1,496	442	120	2,905	2.24
1972-73	883	1,367	538	204	2,992	2.06
1973-74	666	1,703	875	195	3,439	2.13
CENTRAL OREGON						
1966-67	1,146	302	282	134	1,864	3.82
1967-68	607	333	968	94	2,002	2.98
1968-69	629	448	1,594	195	2,866	3.54
1969-70	708	421	1,910	186	3,225	3.56
1970-71	732	559	2,409	-	3,700	3.15
1971-72	897	1,437	1,739	676	4,749	3.66
1972-73	1,133	1,674	2,230	994	6,031	4.16
1973-74	1,034	1,403	2,424	1,041	5,902	3.66
CHEMEKETA						
1966-67	-	2,389	718	150	3,257	6.68
1967-68	-	2,767	855	208	3,830	5.69
1968-69	-	3,170	910	-	4,080	5.04
1969-70	-	4,494	829	-	5,323	5.88
1970-71	-	5,437	2,684	51	8,172	6.97
1971-72	1,200	5,933	2,642	525	10,300	7.93
1972-73	1,610	6,930	2,935	560	12,035	8.29
1973-74	2,093	8,316	3,361	672	14,442	8.94

TABLE III (Cont'd)

Institution	Lower Division	Vocational	Other Reimbursable	Non-Reimb. & Sep. Contract	Total	Percent of Total
CLACKAMAS						
1966-67	158	375	257	294	1,084	2.22
1967-68	631	414	1,250	1,026	3,321	4.94
1968-69	944	464	942	815	3,165	3.91
1969-70	1,503	1,060	1,512	1,108	5,183	5.73
1970-71	1,854	2,442	1,509	215	6,020	5.13
1971-72	2,255	2,240	2,324	455	7,274	5.60
1972-73	2,455	3,368	3,314	994	10,131	6.98
1973-74	2,871	3,590	3,924	1,781	12,165	7.53
CLATSOP						
1966-67	393	748	232	104	1,477	3.03
1967-68	437	704	318	118	1,577	2.35
1968-69	476	711	300	146	1,633	2.02
1969-70	544	854	540	78	2,016	2.23
1970-71	668	1,301	1,031	42	3,042	2.59
1971-72	763	1,284	1,418	172	3,637	2.80
1972-73	1,091	1,420	1,630	308	4,449	3.07
1973-74	1,196	1,898	2,298	280	5,672	3.51
LANE						
1966-67	1,608	4,980	95	587	7,270	14.92
1967-68	2,610	4,189	522	987	8,308	12.35
1968-69	3,619	8,314	608	544	13,085	16.17
1969-70	3,408	8,653	39	51	12,151	13.42
1970-71	6,554	9,798	7,803	1,516	25,671	21.89
1971-72	5,392	8,550	5,820	692	20,454	15.75
1972-73	5,269	7,695	6,528	1,140	20,632	14.22
1973-74	6,254	7,949	7,491	1,127	22,821	14.13
LINN-BENTON						
1967-68	324	1,087	896	500	2,807	4.17
1968-69	1,100	1,570	1,909	298	4,877	6.03
1969-70	1,558	1,452	2,341	428	5,779	6.39
1970-71	1,637	2,114	3,169	351	7,271	6.20
1971-72	1,893	2,739	2,951	846	8,429	6.49
1972-73	1,724	3,943	3,006	1,347	10,020	6.90
1973-74	1,750	4,065	3,292	1,498	10,605	6.57

TABLE III (Cont'd)

Institution	Lower Division	Vocational	Other Reimbursable	Non-Reimb. & Sep. Contract	Total	Percent of Total
MT. HOOD						
1966-67	358	272	236	123	989	2.03
1967-68	2,633	2,318	1,869	2,215	9,035	13.43
1968-69	4,529	3,473	2,151	2,809	12,962	16.01
1969-70	5,073	3,860	2,517	3,074	14,524	16.05
1970-71	5,345	4,965	2,065	1,823	14,198	12.10
1971-72	5,897	6,725	2,278	1,572	16,472	12.68
1972-73	6,066	6,443	2,485	1,862	16,856	11.61
1973-74	6,437	6,986	3,179	1,025	17,627	10.92
PORTLAND						
1966-67	7,550	8,843	1,703	5,331	23,427	48.06
1967-68	7,876	10,237	1,772	6,039	25,924	38.54
1968-69	8,432	10,467	1,929	6,283	27,111	33.50
1969-70	7,396	13,039	3,978	5,296	29,709	32.82
1970-71	7,233	9,600	5,108	14,032	35,973	30.67
1971-72	7,249	12,096	5,393	17,855	42,593	32.80
1972-73	5,904	15,117	7,928	18,623	47,572	32.78
1973-74	6,879	16,873	10,769	18,101	52,622	32.59
ROGUE						
1971-72	493	891	235	648	2,267	1.75
1972-73	689	1,288	703	357	3,037	2.09
1973-74	899	1,776	1,494	15	4,184	2.59
SOUTHWESTERN						
1966-67	787	1,457	504	174	2,922	6.00
1967-68	833	2,065	521	79	3,498	5.20
1968-69	975	2,258	429	77	3,739	4.62
1969-70	1,007	1,854	1,047	11	3,919	4.33
1970-71	1,086	1,096	1,565	314	4,061	3.46
1971-72	1,052	1,616	1,355	288	4,311	3.32
1972-73	1,045	1,915	1,291	116	4,367	3.01
1973-74	891	1,824	1,272	122	4,109	2.55

TABLE III (Cont'd)

Institution	Lower Division	Vocational	Other Reimbursable	Non-Reimb. & Sep. Contract	Total	Percent of Total
TREASURE VALLEY						
1966-67	1,133	1,839	38	18	3,028	6.21
1967-68	987	1,366	329	-	2,682	3.99
1968-69	821	629	794	9	2,253	2.78
1969-70	1,152	1,088	631	-	2,871	3.17
1970-71	1,001	1,400	186	-	2,587	2.21
1971-72	815	1,191	141	-	2,147	1.65
1972-73	771	1,124	195	-	2,090	1.44
1973-74	874	1,089	494	-	2,457	1.52
UMPQUA						
1966-67	583	638	393	172	1,786	3.66
1967-68	605	736	748	165	2,254	3.35
1968-69	654	1,240	902	145	2,941	3.63
1969-70	664	1,544	1,042	107	3,357	3.71
1970-71	729	1,594	1,351	131	3,805	3.24
1971-72	743	2,253	1,256	78	4,330	3.33
1972-73	841	1,919	1,876	282	4,918	3.39
1973-74	801	1,951	2,310	369	5,431	3.36
STATE TOTALS						
1966-67	14,127	22,892	4,498	7,229	48,746	100.00
1967-68	18,029	27,198	10,591	11,441	67,259	100.00
1968-69	22,744	33,859	12,975	11,359	80,937	100.00
1969-70	23,810	39,371	16,932	10,400	90,513	100.00
1970-71	27,611	41,663	29,338	18,685	117,297	100.00
1971-72	29,496	48,451	27,994	23,927	129,868	100.00
1972-73	29,481	54,203	34,659	26,787	145,130	100.00
1973-74	32,645	59,423	43,183	26,226	161,477	100.00

OREGON DEPARTMENT OF EDUCATION
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Community College Business Service
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TABLE IV

OREGON COMMUNITY COLLEGES
Enrollment Distribution - All Programs - By Institution

Institution	Total FTE	Percent of State FTE	Unduplicated Headcount	Percent of State Headcount
BLUE MOUNTAIN				
1966-67	650.5	5.28%	1,642	3.37%
1967-68	744.6	4.72	2,021	3.01
1968-69	816.3	4.23	2,225	2.75
1969-70	937.8	3.99	2,456	2.71
1970-71	1,061.5	3.61	2,797	2.39
1971-72	1,124.2	3.38	2,905	2.24
1972-73	1,128.0	3.18	2,992	2.06
1973-74	1,088.4	2.76	3,439	2.13
CENTRAL OREGON				
1966-67	654.8	5.32	1,864	3.82
1967-68	675.1	4.28	2,002	2.98
1968-69	805.8	4.18	2,866	3.54
1969-70	904.4	3.85	3,225	3.56
1970-71	973.8	3.31	3,700	3.15
1971-72	1,040.3	3.13	4,749	3.66
1972-73	1,116.3	3.14	6,031	4.16
1973-74	1,187.4	3.01	5,902	3.66
CHEMEKETA				
1966-67	844.3	6.86	3,257	6.68
1967-68	1,037.0	6.57	3,830	5.69
1968-69	992.9	5.14	4,080	5.04
1969-70	1,174.5	5.00	5,323	5.88
1970-71	1,542.5	5.25	8,172	6.97
1971-72	2,015.6	6.06	10,300	7.93
1972-73	2,546.6	7.18	12,035	8.29
1973-74	3,390.4	8.59	14,442	8.94
CLACKAMAS				
1966-67	141.8	1.15	1,084	2.22
1967-68	560.1	3.55	3,321	4.94
1968-69	929.7	4.82	3,165	3.91
1969-70	1,343.2	5.72	5,183	5.73
1970-71	1,842.2	6.26	6,020	5.13
1971-72	1,930.6	5.80	7,274	5.60
1972-73	2,226.9	6.27	10,131	6.98
1973-74	2,445.6	6.19	12,166	7.53
CLATSOP				
1966-67	544.1	4.42	1,477	3.03
1967-68	669.6	4.24	1,577	2.35
1968-69	586.5	3.04	1,633	2.02
1969-70	595.6	2.54	2,016	2.23
1970-71	760.3	2.58	3,042	2.59
1971-72	860.0	2.58	3,637	2.80
1972-73	909.2	2.56	4,449	3.07
1973-74	1,076.4	2.73	5,672	3.51

TABLE IV (Cont'd)

Institution	Total FTE	Percent of State FTE	Unduplicated Headcount	Percent of State Headcount
LANE				
1966-67	2,417.4	19.63	7,270	14.92
1967-68	2,885.8	18.29	8,308	12.35
1968-69	3,955.2	20.49	13,085	16.17
1969-70	4,766.8	20.29	12,151	13.42
1970-71	5,576.5	18.97	25,671	21.89
1971-72	5,821.2	17.50	20,454	15.75
1972-73	5,907.9	16.65	20,632	14.22
1973-74	6,695.2	16.96	22,821	14.13
LINN-BENTON				
1967-68	283.8	1.80	2,807	4.17
1968-69	679.1	3.52	4,877	6.03
1969-70	1,016.7	4.33	5,779	6.39
1970-71	1,366.7	4.65	7,271	6.20
1971-72	1,654.6	4.97	8,429	6.49
1972-73	1,854.9	5.23	10,020	6.90
1973-74	2,165.9	5.49	10,605	6.57
MT. HOOD				
1966-67	429.4	3.49	989	2.03
1967-68	1,231.6	7.81	9,035	13.43
1968-69	1,949.4	10.10	12,962	16.01
1969-70	2,788.9	11.87	14,524	16.05
1970-71	3,968.4	13.50	14,198	12.10
1971-72	5,048.1	15.17	16,472	12.68
1972-73	5,145.2	14.50	16,856	11.61
1973-74	5,433.0	13.76	17,627	10.92
PORTLAND				
1966-67	4,129.6	33.53	23,427	48.06
1967-68	5,130.6	32.52	25,924	38.54
1968-69	5,791.4	30.01	27,111	33.50
1969-70	6,979.8	29.71	29,709	32.82
1970-71	8,783.1	29.87	35,973	30.67
1971-72	9,824.3	29.53	42,593	32.80
1972-73	10,542.3	29.71	47,572	32.78
1973-74	11,550.7	29.26	52,622	32.59
ROGUE				
1971-72	504.9	1.52	2,267	1.75
1972-73	823.0	2.32	3,037	2.09
1973-74	1,029.2	2.61	4,184	2.59
SOUTHWESTERN				
1966-67	864.6	7.02	2,922	6.00
1967-68	797.8	5.06	3,498	5.20
1968-69	894.1	4.63	3,739	4.62
1969-70	964.1	4.10	3,919	4.33
1970-71	1,237.4	4.21	4,061	3.46
1971-72	1,261.5	3.79	4,311	3.32
1972-73	1,164.5	3.28	4,367	3.01
1973-74	1,180.8	2.99	4,109	2.55

TABLE IV (Cont'd)

Institution	Total FTE	Percent of State FTE	Unduplicated Headcount	Percent of State Headcount
TREASURE VALLEY				
1966-67	1,195.0	9.70	3,028	6.21
1967-68	1,200.0	7.60	2,682	3.99
1968-69	1,156.4	5.99	2,253	2.78
1969-70	1,161.3	4.94	2,871	3.17
1970-71	1,245.9	4.24	2,587	2.21
1971-72	1,112.8	3.34	2,147	1.65
1972-73	1,098.6	3.10	2,090	1.44
1973-74	1,026.6	2.60	2,457	1.52
UMPQUA				
1966-67	444.0	3.60	1,786	3.66
1967-68	562.1	3.56	2,254	3.35
1968-69	742.8	3.85	2,941	3.63
1969-70	858.8	3.66	3,357	3.71
1970-71	1,043.9	3.55	3,805	3.24
1971-72	1,073.1	3.23	4,330	3.33
1972-73	1,023.7	2.88	4,918	3.39
1973-74	1,206.0	3.05	5,431	3.36
STATE TOTALS				
1966-67	12,315.5	100.00	48,746	100.00
1967-68	15,778.1	100.00	67,259	100.00
1968-69	19,299.6	100.00	80,937	100.00
1969-70	23,491.9	100.00	90,513	100.00
1970-71	29,402.2	100.00	117,297	100.00
1971-72	33,271.2	100.00	129,868	100.00
1972-73	35,487.1	100.00	145,130	100.00
1973-74	39,475.6	100.00	161,477	100.00

OREGON DEPARTMENT OF EDUCATION
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Community College Business Services
January, 1975
Rev. July, 1975

TABLE V

OREGON COMMUNITY COLLEGES
FTE INCREASE BY INSTITUTION

All Programs

Institution	1966-67	Numerical Increase	1967-68	Numerical Increase	1968-69	Numerical Increase	1969-70	Numerical Increase	1970-71
BLUE MOUNTAIN	650.5	94.1	744.6	71.7	816.3	121.5	937.8	123.7	1,061.5
CENTRAL OREGON	654.8	20.3	675.1	130.7	805.8	98.6	904.4	69.4	973.8
CHEMEKETA	844.3	192.7	1,037.0	(44.1)	992.9	181.6	1,174.5	368.0	1,542.5
CLACKAMAS	141.8	418.3	560.1	369.6	929.7	413.5	1,343.2	499.0	1,842.2
CLATSOP	544.1	125.5	669.6	(83.1)	586.5	9.1	595.6	164.7	760.3
LANE	2,417.4	468.4	2,885.8	1,069.4	3,955.2	811.6	4,766.8	809.7	5,576.5
LINN-BENTON	-	283.8	283.8	395.3	679.1	337.6	1,016.7	350.0	1,366.7
MT. HOOD	429.4	802.2	1,231.6	717.8	1,949.4	839.5	2,788.9	1,179.5	3,968.4
PORTLAND	4,129.6	1,001.0	5,130.6	660.8	5,791.4	1,188.4	6,979.8	1,803.3	8,783.1
ROGUE	-	-	-	-	-	-	-	-	-
SOUTHWESTERN	864.6	(66.8)	797.8	96.3	894.1	70.0	964.1	273.3	1,237.4
TREASURE VALLEY	1,195.0	5.0	1,200.0	(43.6)	1,156.4	4.9	1,161.3	84.6	1,245.9
UMPQUA	444.0	118.1	562.1	180.7	742.8	116.0	858.8	185.1	1,043.9
STATE TOTALS	12,315.5	3,462.6	15,778.1	3,521.5	19,299.6	4,192.3	23,491.9	5,910.3	29,402.2

CONTINUED ON PAGE 2

TABLE V (Cont'd)

Institution	1970-71	Numerical Increase	1971-72	Numerical Increase	1972-73	Numerical Increase	1973-74	Numerical Increase	1974-75
BLUE MOUNTAIN	1,061.5	62.7	1,124.2	3.8	1,128.0	(39.6)	1,088.4		
CENTRAL OREGON	973.8	66.5	1,040.3	76.0	1,116.3	71.1	1,187.4		
CHEMEKETA	1,542.5	473.1	2,015.6	531.0	2,546.6	843.8	3,390.4		
CLACKAMAS	1,842.2	88.4	1,930.6	296.3	2,226.9	218.7	2,445.6		
CLATSOP	760.3	99.7	860.0	49.2	909.2	167.2	1,076.4		
LANE	5,576.5	244.7	5,821.2	86.7	5,907.9	787.3	6,695.2		
LINN-BENTON	1,366.7	287.9	1,654.6	200.3	1,854.9	311.0	2,165.9		
MT. HOOD	3,968.3	1,079.7	5,048.1	97.1	5,145.2	287.8	5,433.0		
PORTLAND	8,783.1	1,041.2	9,824.3	718.0	10,542.3	1,008.4	11,550.7		
ROGUE	-	504.9	504.9	318.1	823.0	206.2	1,029.2		
SOUTHWESTERN	1,237.4	24.1	1,261.5	(97.0)	1,164.5	16.3	1,180.8		
TREASURE VALLEY	1,245.9	(133.1)	1,112.8	(14.2)	1,098.6	(72.0)	1,026.6		
UMPQUA	1,043.9	29.2	1,073.1	(49.4)	1,023.7	182.3	1,206.0		
STATE TOTALS	29,402.2	3,869.0	33,271.2	2,215.9	35,487.1	3,988.5	39,475.6		

NOT AVAILABLE

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OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975
Rev. July, 1975

TABLE VI

OREGON COMMUNITY COLLEGES
FTE INCREASE BY INSTRUCTIONAL PROGRAMS

Instructional Program	FTE 1965-66	FTE 1966-67	FTE 1967-68	FTE 1968-69	FTE 1969-70
Lower Division Collegiate	3,444.9	4,960.6	6,510.9	8,539.3	10,604.9
	44.00%	31.25%	31.15%	24.19%	
Vocational Preparatory	3,390.2	4,502.2	5,841.5	7,150.6	8,815.3
	32.80%	29.75%	22.41%	23.28%	
Vocational Supplementary	820.3	975.8	1,086.6	1,112.2	1,365.1
	18.96%	11.35%	2.36%	22.74%	
Other Reimbursable	302.4	689.8	960.7	1,172.3	1,549.7
	128.11%	39.27%	22.03%	32.19%	
Non-Reimb. & Sep. Contract	1,671.4	1,187.1	1,378.4	1,325.2	1,156.9
	(28.98%)	16.11%	(3.86%)	(12.70%)	
STATE TOTALS	9,629.2	12,315.5	15,778.1	19,299.6	23,491.9
	27.90%	28.12%	22.32%	21.72%	

CONTINUED ON PAGE 2

TABLE VI (Cont'd)

Instructional Program	FTE 1969-70	FTE 1970-71	FTE 1971-72	FTE 1972-73	FTE 1973-74
Lower Division Collegiate	10,604.9	12,717.1	13,164.9	13,428.1	14,714.4
	19.92%	3.52%	2.00%	9.58%	
Vocational Preparatory	8,815.3	11,260.9	13,071.4	13,761.9	15,499.3
	27.74%	16.08%	5.28%	12.62%	
Vocational Supplementary	1,365.1	1,568.4	2,163.7	2,446.1	2,745.9
	14.89%	37.96%	13.05%	12.26%	
Other Reimbursable	1,549.7	2,304.4	2,704.3	3,477.5	4,215.8
	48.70%	17.35%	28.59%	21.23%	
Non-Reimb. & Sep. Contract	1,156.9	1,551.4	2,166.9	2,373.5	2,300.2
	34.10%	39.67%	9.53%	(3.09%)	
STATE TOTALS	23,491.9	29,402.2	33,271.2	35,487.1	39,475.6
	25.16%	13.16%	6.66%	11.24%	

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975
Rev. July, 1975

TABLE VII

OREGON COMMUNITY COLLEGES
APPROVED OPERATING COSTS - REIMBURSABLE ONLY
Pre-Audit

Institution	1 Program FTE (Inc. Out-of-State)	2 Reimbursable FTE	3 Reimbursable Program Operating Costs	4 (3 ÷ 1) Operating Cost Per FTE
BLUE MOUNTAIN				
1966-67	596.5	591.2	$ 728,790	$ 1,222
1967-68	741.4	735.3	893,157	1,205
1968-69	798.1	789.2	1,024,183	1,283
1969-70	931.2	905.8	1,324,695	1,423
1970-71	1,036.0	1,012.9	1,524,106	1,471
1971-72	1,121.9	1,107.2	1,705,687	1,520
1972-73	1,084.8	1,070.4	1,718,765	1,584
1973-74	1,078.6	1,069.8	1,852,597	1,718
CENTRAL OREGON				
1966-67	612.8	597.9	812,556	1,326
1967-68	645.6	605.5	949,388	1,471
1968-69	779.9	750.7	1,044,670	1,339
1969-70	870.3	845.0	1,271,940	1,462
1970-71	960.9	930.2	1,404,232	1,461
1971-72	1,019.5	987.9	1,600,422	1,570
1972-73	1,075.0	1,047.1	1,783,704	1,659
1973-74	1,148.4	1,135.8	1,917,962	1,670
CHEMEKETA				
1966-67	702.6	701.9	603,474	859
1967-68	877.1	876.5	839,233	957
1968-69	992.9	987.7	980,432	987
1969-70	1,174.5	1,171.0	1,293,817	1,102
1970-71	1,542.0	1,539.3	2,166,317	1,405
1971-72	1,987.7	1,986.7	2,877,737	1,448
1972-73	2,499.4	2,497.1	3,843,732	1,538
1973-74	3,298.9	3,298.9	4,966,717	1,506
CLACKAMAS				
1966-67	125.7	121.9	149,073	1,186
1967-68	487.2	484.1	559,107	1,148
1968-69	851.7	851.7	821,998	965
1969-70	1,282.4	1,282.4	1,469,940	1,146
1970-71	1,802.4	1,801.1	2,178,009	1,208
1971-72	1,879.5	1,875.2	2,859,723	1,522
1972-73	2,128.6	2,124.6	3,344,438	1,571
1973-74	2,308.3	2,303.5	3,717,147	1,610

TABLE VII (Cont'd)

Institution	1 Program FTE (Inc. Out-of-State)	2 Reimbursable FTE	3 Reimbursable Program Operating Costs	4 (3 ÷ 1) Operating Cost Per FTE
CLATSOP				
1966-67	506.6	499.4	616,020	1,216
1967-68	633.6	610.7	755,766	1,193
1968-69	562.5	529.6	878,344	1,562
1969-70	591.5	558.9	935,526	1,582
1970-71	758.3	713.1	1,059,748	1,398
1971-72	850.1	805.8	1,409,117	1,658
1972-73	887.4	849.7	1,526,385	1,720
1973-74	1,048.1	1,011.9	1,888,017	1,801
LANE				
1966-67	2,169.5	2,164.5	1,914,318	882
1967-68	2,677.0	2,655.5	2,342,052	875
1968-69	3,716.9	3,664.1	3,384,037	910
1969-70	4,607.8	4,524.5	4,743,101	1,029
1970-71	5,312.6	5,207.2	6,080,891	1,145
1971-72	5,707.1	5,638.6	6,588,357	1,154
1972-73	5,816.2	5,760.3	7,477,832	1,286
1973-74	6,601.9	6,529.8	8,539,245	1,293
LINN-BENTON				
1967-68	242.3	242.3	199,153	822
1968-69	649.3	643.9	739,536	1,139
1969-70	933.7	923.9	1,081,739	1,159
1970-71	1,268.1	1,253.3	1,646,906	1,299
1971-72	1,528.9	1,513.9	2,115,462	1,384
1972-73	1,651.6	1,639.9	2,595,676	1,572
1973-74	2,014.7	1,998.5	2,955,703	1,467
MT. HOOD				
1966-67	409.6	406.6	606,795	1,481
1967-68	1,142.2	1,139.2	1,171,895	1,026
1968-69	1,837.9	1,827.5	1,662,020	904
1969-70	2,695.0	2,667.0	2,484,966	922
1970-71	3,825.9	3,727.9	3,791,555	991
1971-72	4,909.2	4,822.4	4,870,521	992
1972-73	5,054.9	5,004.4	5,715,475	1,131
1973-74	5,367.0	5,320.0	6,208,328	1,157
PORTLAND				
1966-67	3,623.3	3,623.3	2,531,400	699
1967-68	4,413.1	4,388.2	2,924,766	663
1968-69	5,020.2	4,971.1	4,495,039	895
1969-70	6,295.6	6,252.6	5,358,690	851
1970-71	7,866.4	7,774.1	6,321,793	804
1971-72	8,283.7	8,186.2	6,770,562	817
1972-73	8,882.3	8,796.7	8,172,070	920
1973-74	9,924.8	9,830.0	10,706,094	1,079
ROGUE				
1971-72	417.4	414.3	582,816	1,396
1972-73	773.2	764.4	912,621	1,180
1973-74	1,022.9	1,020.3	1,265,216	1,237

TABLE VII (Cont'd)

Institution	1 Program FTE (Inc. Out-of-State)	2 Reimbursable FTE	3 Reimbursable Program Operating Costs	4 (3 ÷ 1) Operating Cost Per FTE
SOUTHWESTERN				
1966-67	762.0	761.2	799,936	1,050
1967-68	790.9	786.3	1,015,348	1,284
1968-69	885.7	872.5	1,152,004	1,301
1969-70	941.3	930.2	1,346,799	1,431
1970-71	1,198.5	1,173.3	1,571,379	1,311
1971-72	1,216.8	1,189.4	1,766,533	1,452
1972-73	1,159.8	1,144.9	1,907,399	1,645
1973-74	1,173.3	1,141.5	2,077,868	1,771
TREASURE VALLEY				
1966-67	1,189.1	1,020.7	1,163,816	979
1967-68	1,198.8	924.8	1,177,744	982
1968-69	1,155.8	959.6	1,255,093	1,086
1969-70	1,161.3	943.7	1,252,068	1,078
1970-71	1,245.9	1,057.6	1,444,355	1,159
1971-72	1,112.8	956.2	1,364,021	1,226
1972-73	1,098.6	980.2	1,454,321	1,324
1973-74	1,009.4	879.2	1,556,902	1,542
UMPQUA				
1966-67	430.7	430.7	348,045	808
1967-68	550.5	549.6	556,320	1,011
1968-69	723.5	720.0	748,702	1,035
1969-70	850.4	846.5	918,211	1,080
1970-71	1,033.8	1,029.6	1,092,753	1,057
1971-72	1,069.7	1,064.6	1,344,414	1,257
1972-73	1,001.8	999.1	1,475,534	1,473
1973-74	1,179.1	1,176.0	1,604,808	1,361
STATE TOTALS				
1966-67	11,128.4	10,919.3	$ 10,274,223	$ 923
1967-68	14,399.7	13,998.0	$ 13,383,929	$ 929
1968-69	17,974.4	17,567.6	$ 18,186,058	$ 1,012
1969-70	22,335.0	21,851.5	$ 23,481,492	$ 1,051
1970-71	27,850.8	27,219.6	$ 30,282,044	$ 1,087
1971-72	31,104.3	30,548.4	$ 35,855,772	$ 1,153
1972-73	33,113.6	32,678.8	$ 41,927,952	$ 1,266
1973-74	37,175.4	36,715.2	$ 49,256,604	$ 1,325

NOTE: *Allowable expenditures for Operating Expenses include:* Administration - *Those activities which have as their purpose the general direction and control of the affairs of the community college that are systemwide;* Instruction - *Those activities dealing directly with the teaching of students or with improving the quality of teaching;* Research - *Expenditures incurred by reason of systematic processes of inquiry that require utilization of research techniques. This does not include improvement of instruction activities which should be charged to Instruction;* Public Information - *Expenditures for those activities which are primarily to serve the general public, except costs of publishing budgets and notices of elections;* Operation of Plant - *Expenditures for the housekeeping activities to keep the physical plant open and ready for use;* Maintenance of Plant - *Expenditures for those activities which keep the grounds and buildings at their original condition of completeness or efficiency either through repairs or replacements of property;* Fixed Costs - *Expenditures of a generally recurrent nature which are not readily allocable to other expenditure classifications.*

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
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Rev. July, 1975

TABLE VIII

OREGON COMMUNITY COLLEGES
APPROVED OPERATING COST COMPARISON
Pre-Audit

Institution	1 OPERATING COSTS LDC	2 OPERATING COSTS Voc.Ed.	3 OPERATING COSTS Other	4 FTE LDC	5 FTE Voc.Ed.	6 FTE Other	7 (1 ÷ 4) LDC Cost Per FTE	8 (2 ÷ 5) Voc.Ed. Cost Per FTE	9 (3 ÷ 6) Other Cost Per FTE	10 Federal Funds Per Voc. FTE
BLUE MOUNTAIN										
1966-67	$ 328,532	$ 396,826	$ *	262.5	325.6	*	$1,251.55	$1,218.75	$ *	$325.83
1967-68	372,755	470,230	*	324.3	368.2	*	1,149.41	1,277.10	*	149.90
1968-69	427,981	557,819	38,383	351.4	409.4	37.3	1,217.93	1,362.53	1,029.03	145.24
1969-70	582,973	678,055	63,667	425.0	457.9	48.3	1,371.70	1,480.79	1,318.16	127.01
1970-71	658,020	813,623	52,463	434.8	559.1	42.1	1,513.39	1,455.24	1,246.15	106.39
1971-72	697,486	911,883	96,318	448.0	611.1	62.8	1,556.89	1,492.20	1,533.73	91.90
1972-73	667,788	921,941	129,036	388.7	606.1	90.0	1,718.00	1,521.10	1,433.73	88.60
1973-74	703,894	922,781	225,922	363.2	549.7	165.7	1,938.03	1,678.70	1,363.44	86.28
CENTRAL OREGON										
1966-67	435,897	269,077	*	344.6	183.5	*	1,264.94	1,466.36	*	324.07
1967-68	475,898	324,602	*	351.7	192.3	*	1,347.45	1,688.00	*	175.86
1968-69	492,957	362,281	189,432	398.7	265.2	116.0	1,236.41	1,366.07	1,633.03	158.18
1969-70	567,600	487,007	217,333	400.0	351.6	118.7	1,419.00	1,385.12	1,830.94	129.57
1970-71	646,669	559,069	198,494	476.3	360.7	123.9	1,357.69	1,549.96	1,602.05	112.23
1971-72	779,489	587,442	233,491	507.7	390.5	121.3	1,535.33	1,504.33	1,924.91	95.82
1972-73	895,820	624,519	263,365	570.6	356.6	147.8	1,569.96	1,751.32	1,781.90	100.73
1973-74	932,014	694,690	291,258	568.4	408.0	172.0	1,639.71	1,702.67	1,693.36	89.33
CHEMEKETA										
1966-67	-0-	583,335	*	-0-	664.7	*	-0-	877.59	*	98.68
1967-68	2,700	800,031	*	5.3	828.4	*	509.43	965.75	*	128.03
1968-69	8,100	932,132	40,200	15.5	937.0	40.4	522.58	994.80	995.05	127.22
1969-70	6,410	1,257,257	30,150	15.2	1,120.3	39.0	421.71	1,122.25	773.08	99.18
1970-71	7,500	1,932,352	226,465	19.3	1,361.4	161.3	388.60	1,419.39	1,404.00	82.89
1971-72	481,733	2,139,310	256,694	332.6	1,477.8	177.3	1,448.39	1,447.63	1,447.79	73.64
1972-73	996,232	2,474,894	372,606	645.5	1,611.2	242.7	1,543.35	1,536.06	1,535.25	69.08
1973-74	1,433,651	2,749,875	783,191	952.1	1,826.0	520.8	1,505.78	1,505.96	1,503.82	62.25

TABLE VIII (Cont'd)

Institution	1 OPERATING COSTS LDC	2 OPERATING COSTS Voc. Ed.	3 OPERATING COSTS Other	4 FTE LDC	5 FTE Voc.Ed.	6 FTE Other	7 (1 ÷ 4) LDC Cost Per FTE	8 (2 ÷ 5) Voc.Ed. Cost Per FTE	9 (3 ÷ 6) Other Cost Per FTE	10 Federal Funds Per Voc. FTE
CLACKAMAS										
1966-67	22,973	103,127	*	24.0	76.8	*	957.21	1,342.80	*	313.67
1967-68	240,476	264,524	*	203.4	234.6	*	1,182.28	1,127.55	*	172.49
1968-69	484,155	280,163	57,680	428.0	348.4	75.3	1,131.20	804.14	766.00	153.05
1969-70	684,108	670,841	114,991	658.1	466.0	158.3	1,039.52	1,439.57	726.41	118.63
1970-71	958,242	1,002,966	216,801	793.4	701.1	307.9	1,207.77	1,430.56	704.13	85.22
1971-72	1,193,999	1,219,847	445,877	784.7	801.8	293.0	1,521.60	1,521.39	1,521.76	84.41
1972-73	1,375,146	1,454,225	515,067	875.2	925.5	327.9	1,571.24	1,571.29	1,570.81	73.15
1973-74	1,430,066	1,642,351	644,730	888.1	1,019.8	400.4	1,610.25	1,610.46	1,610.21	64.54
CLATSOP										
1966-67	217,403	383,083	*	209.6	270.3	*	1,037.23	1,417.25	*	322.80
1967-68	307,882	429,828	*	297.0	303.2	*	1,036.64	1,417.64	*	156.86
1968-69	400,7[illegible]	422,178	55,455	261.5	266.6	34.4	1,532.36	1,583.56	1,612.06	158.47
1969-70	444,9[illegible]	449,838	40,737	287.0	254.6	49.9	1,550.35	1,766.84	816.37	196.54
1970-71	476,[illegible]95	511,380	71,673	320.3	343.9	94.1	1,488.28	1,487.00	761.67	119.36
1971-72	598.203	691,981	118,933	324.6	390.0	135.5	1,842.89	1,774.31	877.73	119.36
1972-73	657,741	707,462	161,182	341.8	380.2	165.4	1,924.34	1,860.76	974.50	121.62
1973-74	736,499	779,531	371,987	394.1	424.6	229.4	1,868.81	1,835.92	1,621.56	105.78
LANE										
1966-67	746,584	1,148,591	*	999.6	1,032.2	*	746.88	1,112.76	*	227.21
1967-68	1,155,757	1,035,953	*	1,308.3	1,183.6	*	883.40	875.26	*	122.05
1968-69	1,833,671	1,357,080	193,286	2,014.4	1,489.6	212.9	910.28	911.04	907.87	118.90
1969-70	2,602,323	1,875,636	265,142	2,548.2	1,808.3	251.3	1,021.24	1,037.24	1,055.08	91.55
1970-71	3,126,127	2,453,904	500,860	2,731.4	2,143.8	437.4	1,144.51	1,144.65	1,145.08	76.54
1971-72	2,996,226	2,798,482	793,649	2,611.0	2,425.8	670.3	1,147.54	1,153.63	1,184.02	66.14
1972-73	3,241,301	3,296,507	940,024	2,519.4	2,562.4	734.4	1,286.54	1,286.49	1,279.99	65.92
1973-74	3,875,170	3,597,753	1,066,322	2,990.4	2,779.3	832.2	1,295.87	1,294.48	1,281.33	56.16
LINN-BENTON										
1967-68	63,462	91,190	*	80.6	108.8	*	787.37	838.14	*	185.00
1968-69	363,997	226,305	149,234	326.9	205.8	116.6	1,113.48	1,099.64	1,279.88	182.78
1969-70	525,881	340,133	215,725	466.0	306.6	161.1	1,128.50	1,109.37	1,339.08	125.02
1970-71	813,200	521,631	312,075	644.9	418.1	205.1	1,260.97	1,247.62	1,521.57	91.95
1971-72	908,885	834,070	372,507	655.9	641.0	232.0	1,385.71	1,301.20	1,605.63	81.18
1972-73	977,413	1,158,916	459,347	631.0	766.2	254.4	1,548.99	1,512.55	1,805.61	75.72
1973-74	1,017,778	1,364,474	573,451	702.1	976.6	336.0	1,449.62	1,397.17	1,706.70	62.71

TABLE VIII (Cont'd)

Institution	1 OPERATING COSTS LDC	2 OPERATING COSTS Voc. Ed.	3 OPERATING COSTS Other	4 FTE LDC	5 FTE Voc.Ed.	6 FTE Other	7 (1 ÷ 4) LDC Cost Per FTE	8 (2 ÷ 5) Voc.Ed. Cost Per FTE	9 (3 ÷ 6) Other Cost Per FTE	10 Federal Funds Per Voc. FTE
MT. HOOD										
1966-67	369,085	174,808	*	289.8	91.0	*	1,273.59	1,920.97	*	330.00
1967-68	665,164	429,864	*	704.7	341.3	*	943.90	1,259.49	*	153.95
1968-69	951,291	622,792	87,937	1,206.6	519.5	111.8	788.41	1,198.83	786.56	138.24
1969-70	1,375,319	952,728	156,919	1,647.2	878.9	168.9	834.94	1,084.00	929.06	93.49
1970-71	2,142,147	1,550,613	98,795	2,290.6	1,342.9	192.4	935.19	1,154.67	513.49	73.31
1971-72	2,511,337	2,136,402	223,182	2,657.6	1,973.5	278.1	944.96	1,082.54	802.52	63.94
1972-73	2,790,498	2,588,511	336,466	2,586.4	2,003.7	464.8	1,078.91	1,291.87	723.89	64.83
1973-74	3,086,565	2,565,540	556,223	2,668.2	2,217.9	480.9	1,156.80	1,156.74	1,156.63	56.56
PORTLAND										
1966-67	941,005	1,464,069	*	1,536.5	1,854.1	*	612.43	789.64	*	6.19
1967-68	1,229,996	1,616,642	*	1,914.1	2,336.9	*	642.60	691.79	*	115.59
1968-69	1,731,774	2,513,509	249,756	2,117.3	2,731.9	171.0	817.92	920.06	1,460.56	114.02
1969-70	2,053,9[illegible]	3,081,766	222,975	2,700.4	3,335.8	259.4	760.61	923.85	859.58	83.06
1970-71	2,511,333	3,405,546	404,914	3,377.0	4,063.3	426.1	743.66	838.12	950.28	66.15
1971-72	2,313,271	3,829,137	628,154	3,109.5	4,748.5	425.7	743.94	806.39	1,475.52	61.14
1972-73	2,845,829	4,649,705	676,536	3,231.1	5,117.8	533.4	880.76	908.54	1,268.35	58.94
1973-74	3,727,771	6,480,050	498,273	3,455.7	6,007.2	461.9	1,078.73	1,078.71	1,078.75	51.81
ROGUE										
1971-72	247,257	306,246	29,313	185.3	209.4	22.7	1,334.36	1,462.49	1,291.32	119.35
1972-73	282,466	542,012	88,143	265.0	433.6	74.6	1,065.91	1,250.03	1,181.54	83.65
1973-74	365,354	719,118	180,744	317.3	559.1	146.5	1,151.45	1,286.21	1,233.75	76.28
SOUTHWESTERN										
1966-67	406,231	334,955	*	415.5	267.2	*	977.69	1,253.57	*	330.00
1967-68	529,734	392,119	*	417.7	286.1	*	1,268.22	1,370.57	*	162.04
1968-69	613,377	389,106	149,521	502.1	278.1	105.5	1,221.62	1,399.16	1,417.26	163.27
1969-70	708,023	466,602	172,174	496.1	334.8	110.4	1,427.18	1,393.67	1,559.55	135.78
1970-71	855,462	604,530	111,387	629.5	449.0	120.0	1,358.95	1,346.39	928.23	103.89
1971-72	917,919	698,742	149,872	608.4	524.6	83.8	1,508.74	1,331.95	1,788.45	95.96
1972-73	916,000	800,776	190,623	509.3	531.2	119.3	1,798.55	1,507.48	1,597.85	86.39
1973-74	917,850	929,030	230,988	504.4	530.7	138.2	1,819.69	1,750.57	1,671.40	80.97

TABLE VIII (Cont'd)

Institution	1 OPERATING COSTS LDC	2 OPERATING COSTS Voc. Ed.	3 OPERATING COSTS Other	4 FTE LDC	5 FTE Voc.Ed.	6 FTE Other	7 (1 ÷ 4) LDC Cost Per FTE	8 (2 ÷ 5) Voc.Ed. Cost Per FTE	9 (3 ÷ 6) Other Cost Per FTE	10 Federal Funds Per Voc. FTE
TREASURE VALLEY										
1966-67	555,489	572,668	*	644.8	532.6	*	861.49	1,075.23	*	95.53
1967-68	554,913	548,154	*	615.4	525.6	*	901.71	1,042.91	*	110.83
1968-69	562,341	591,087	101,665	572.8	495.7	87.3	981.74	1,192.43	1,164.55	118.87
1969-70	632,471	551,758	67,839	597.6	443.0	120.7	1,058.35	1,245.50	562.05	139.38
1970-71	699,616	676,828	67,911	607.9	532.4	105.6	1,150.87	1,271.28	643.10	101.69
1971-72	667,198	615,778	81,045	521.2	477.0	114.6	1,280.12	1,290.94	707.20	97.57
1972-73	661,514	637,640	155,167	467.4	436.4	194.8	1,415.31	1,461.14	796.55	95.29
1973-74	637,795	764,640	154,467	425.2	409.9	174.3	1,499.99	1,865.43	886.21	68.07
UMPQUA										
1966-67	173,955	140,576	*	233.7	180.0	*	744.35	780.98	*	98.27
1967-68	272,945	229,872	*	288.4	219.1	*	946.41	1,049.16	*	178.46
1968-69	338,599	336,767	73,336	344.1	315.6	63.8	984.01	1,067.07	1,149.47	156.69
1969-70	377,930	459,003	81,278	364.1	422.6	63.7	1,037.98	1,086.14	1,275.95	111.82
1970-71	440,976	551,221	100,556	391.7	553.6	88.5	1,125.80	995.70	1,136.23	84.76
1971-72	537,021	687,708	119,685	418.4	564.1	87.2	1,283.51	1,219.12	1,372.53	80.45
1972-73	580,237	727,221	168,076	396.7	477.1	128.0	1,462.66	1,524.25	1,313.09	84.32
1973-74	648,212	766,445	190,151	485.2	536.4	157.5	1,335.97	1,428.87	1,207.31	71.00
STATE TOTALS										
1966-67	4,197,154	5,571,115	*	4,960.6	5,478.0	*	846.10	1,017.00	*	141.52
1967-68	5,869,682	6,633,009	*	6,510.9	6,928.1	*	901.52	957.41	*	131.94
1968-69	8,208,954	8,591,219	1,385,885	8,539.3	8,262.8	1,172.3	961.31	1,039.75	1,182.19	129.25
1969-70	10,561,938	11,270,624	1,648,930	10,604.9	10,180.4	1,549.7	995.95	1,107.09	1,064.03	102.07
1970-71	13,335,987	14,583,663	2,362,394	12,717.1	12,829.3	2,304.4	1,048.67	1,136.75	1,025.17	80.35
1971-72	14,850,024	17,457,028	3,548,720	13,164.9	15,235.1	2,704.3	1,128.00	1,145.84	1,312.25	73.05
1972-73	16,887,985	20,584,329	4,455,638	13,428.1	16,208.0	3,477.5	1,257.66	1,270.01	1,281.28	70.17
1973-74	19,512,619	23,976,278	5,767,707	14,714.4	18,245.2	4,215.8	1,326.09	1,314.11	1,368.12	61.08

*Information was not computed for 1966-67 and 1967-68.

NOTE: *Please refer to Table VII for a definition of Approved Operating Expenses.*

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975
Rev. July, 1975

TABLE IX

OREGON COMMUNITY COLLEGES
APPROVED OPERATING COSTS - REIMBURSABLE PROGRAMS
Pre-Audit

Institution	1 Approved Reimbursable Operating Costs	2 State* Funds	%	3 Federal** Funds	%	4 Tuition & Fees from Resident Students	%	5 (1 minus 2,3,4) Local and Other	%
BLUE MOUNTAIN									
1966-67	$ 728,790.00	$ 255,989.60	35.1%	$ 106,090.85	14.6%	$ 152,856.00	21.0%	$ 213,853.55	29.3%
1967-68	893,157.00	359,587.00	40.3	55,194.00	6.2	185,162.00	20.7	293,214.00	32.8
1968-69	1,024,183.00	381,066.00	37.2	59,462.00	5.8	193,455.00	18.9	390,200.00	38.1
1969-70	1,324,695.00	514,354.00	38.8	58,156.88	4.4	228,480.00	17.3	523,704.12	39.5
1970-71	1,524,106.00	557,877.68	36.6	59,280.76	3.9	304,204.00	20.0	602,743.56	39.5
1971-72	1,705,687.00	691,420.98	40.5	56,161.95	3.3	298,495.00	17.5	659,609.07	38.7
1972-73	1,718,765.00	712,524.00	41.5	53,698.47	3.1	278,430.00	16.2	674,112.53	39.2
1973-74	1,892,597.00	780,954.00	42.2	47,429.27	2.6	260,287.00	14.0	763,926.73	41.2
CENTRAL OREGON									
1966-67	812,556.39	258,890.70	31.9	59,466.00	7.3	195,301.42	24.0	298,898.27	36.8
1967-68	949,388.00	316,146.06	33.3	33,818.00	3.6	203,311.55	21.4	396,112.39	41.7
1968-69	1,044,670.00	380,647.24	36.4	41,950.00	4.0	230,551.00	22.1	391,521.76	37.5
1969-70	1,271,940.00	495,928.00	39.0	45,555.19	3.6	176,044.00	13.8	554,412.81	43.6
1970-71	1,404,232.00	542,839.60	38.6	40,482.86	2.9	196,015.00	14.0	624,894.54	44.5
1971-72	1,600,422.00	628,511.20	39.3	37,417.18	2.3	210,868.00	13.2	723,625.62	45.2
1972-73	1,783,704.00	698,619.38	39.2	35,920.33	2.0	212,402.00	11.9	836,762.29	46.9
1973-74	1,917,962.00	802,909.20	41.9	36,446.89	1.9	340,173.00	17.7	738,432.91	38.5
CHEMEKETA									
1966-67	603,474.00	303,446.00	50.3	65,590.21	10.9	169,133.56	28.0	65,304.23	10.8
1967-68	839,233.00	433,212.14	51.6	106,058.00	12.6	202,189.00	24.1	97,773.86	11.7
1968-69	980,432.00	479,635.00	48.9	119,203.00	12.2	247,492.00	25.2	134,102.00	13.7
1969-70	1,293,817.00	635,368.00	49.1	111,111.40	8.6	306,012.00	23.6	241,325.60	18.7
1970-71	2,166,317.00	747,552.14	34.5	112,844.70	5.2	434,297.00	20.1	871,623.16	40.2
1971-72	2,877,737.00	1,155,825.77	40.2	108,822.09	3.8	544,484.00	18.9	1,068,605.14	37.1
1972-73	3,843,732.00	1,496,775.45	38.9	111,300.85	2.9	702,178.00	18.3	1,533,477.70	39.9
1973-74	4,966,717.00	2,041,422.55	41.1	113,666.99	2.3	905,169.00	18.2	1,906,458.46	38.4

TABLE IX (Cont'd)

Institution	1 Approved Reimbursable Operating Costs	2 State* Funds	%	3 Federal** Funds	%	4 Tuition & Fees from Resident Students	%	5 (1 minus 2,3,4) Local and Other	%
CLACKAMAS									
1966-67	149,072.94	52,782.70	35.4	24,090.00	16.2	32,513.05	21.8	39,687.19	26.6
1967-68	559,107.00	260,500.00	46.6	40,465.00	7.2	96,991.00	17.4	161,151.00	28.8
1968-69	821,998.00	406,136.00	49.4	53,324.00	6.5	135,998.00	16.5	226,540.00	27.6
1969-70	1,469,940.00	702,100.00	47.8	55,283.27	3.7	204,302.00	13.9	508,254.73	34.6
1970-71	2,178,009.00	909,388.80	41.8	59,745.53	2.7	348,640.00	16.0	860,234.67	39.5
1971-72	2,859,723.00	1,097,005.60	38.4	67,677.50	2.4	447,293.00	15.6	1,247,746.90	43.6
1972-73	3,344,438.00	1,302,876.00	39.0	67,700.42	2.0	533,317.00	15.9	1,440,544.58	43.1
1973-74	3,717,147.00	1,491,290.66	40.1	65,817.75	1.8	600,909.00	16.2	1,559,129.59	41.9
CLATSOP									
1966-67	616,020.30	204,116.00	33.1	87,252.00	14.2	105,331.31	17.1	219,320.99	35.6
1967-68	755,765.69	318,529.61	42.1	47,560.00	6.3	139,462.50	18.5	250,213.58	33.1
1968-69	878,344.10	280,485.00	31.9	42,247.00	4.8	130,226.58	14.8	425,385.52	48.5
1969-70	935,526.00	351,159.40	37.5	50,037.95	5.4	145,148.00	15.5	389,180.65	41.6
1970-71	1,059,748.00	434,723.80	41.0	41,048.71	3.9	146,409.00	13.8	437,566.49	41.3
1971-72	1,409,117.00	526,758.28	37.4	46,549.97	3.3	168,019.00	11.9	667,789.75	47.4
1972-73	1,526,385.00	582,849.06	38.2	46,240.14	3.0	188,835.00	12.4	708,460.80	46.4
1973-74	1,888,017.00	684,060.94	36.2	44,913.59	2.4	229,494.00	12.2	929,548.47	49.2
LANE									
1966-67	1,914,317.98	937,228.50	48.9	234,530.30	12.3	417,972.55	21.8	324,586.63	17.0
1967-68	2,342,052.35	1,174,260.00	50.1	144,459.00	6.2	476,984.42	20.4	546,348.93	23.3
1968-69	3,384,037.00	1,597,997.00	47.2	177,107.00	5.2	658,716.00	19.5	950,217.00	28.1
1969-70	4,743,101.00	2,227,623.00	47.0	165,553.22	3.5	1,046,546.00	22.0	1,303,378.78	27.5
1970-71	6,080,891.00	2,514,031.54	41.3	164,080.37	2.7	1,289,324.00	21.2	2,113,455.09	34.8
1971-72	6,588,357.00	3,081,669.74	46.8	160,430.64	2.4	1,505,149.00	22.9	1,841,107.62	27.9
1972-73	7,477,832.00	3,335,741.96	44.6	168,916.86	2.3	1,577,416.00	21.1	2,395,757.18	32.0
1973-74	8,539,245.00	3,839,725.80	45.0	156,099.38	1.8	1,617,911.00	18.9	2,925,508.82	34.3
LINN-BENTON									
1967-68	199,153.00	127,440.00	64.0	20,128.00	10.1	51,585.00	25.9	-	-
1968-69	739,536.00	323,435.00	43.7	37,616.00	5.1	145,345.00	19.7	233,140.00	31.5
1969-70	1,081,739.00	521,824.00	48.2	38,331.04	3.5	203,883.00	18.9	317,700.96	29.4
1970-71	1,646,906.00	630,985.38	38.3	38,442.92	2.4	306,786.00	18.6	670,691.70	40.7
1971-72	2,115,462.00	905,550.05	42.8	52,038.21	2.5	359,810.00	17.0	798,063.74	37.7
1972-73	2,595,676.00	1,031,444.00	39.8	58,018.57	2.2	408,471.00	15.7	1,097,742.43	42.3
1973-74	2,955,703.00	1,307,466.96	44.2	61,246.75	2.1	491,883.00	16.6	1,095,106.29	37.1

TABLE IX (Cont'd)

Institution	1 Approved Reimbursable Operating Costs	2 State* Funds	%	3 Federal** Funds	%	4 Tuition & Fees from Resident Students	%	5 (1 minus 2,3,4) Local and Other	%
MT. HOOD									
1966-67	606,795.00	175,365.00	28.9	30,030.00	5.0	70,620.00	11.6	330,780.00	54.5
1967-68	1,171,894.95	521,669.49	44.5	52,543.00	4.5	216,628.95	18.5	381,053.51	32.5
1968-69	1,662,020.00	798,868.30	48.1	71,815.00	4.3	299,310.00	18.0	492,026.70	29.6
1969-70	2,484,966.00	1,346,761.00	54.2	82,167.71	3.3	535,652.00	21.6	520,385.29	20.9
1970-71	3,791,555.00	1,641,741.61	43.3	98,442.48	2.6	941,008.00	24.8	1,110,362.91	29.3
1971-72	4,870,921.00	2,651,468.63	54.4	126,195.00	2.6	1,250,207.00	25.7	843,050.37	17.3
1972-73	5,715,475.00	2,915,564.00	51.0	129,890.96	2.3	1,458,102.00	25.5	1,211,918.04	21.2
1973-74	6,208,328.00	3,281,647.12	52.9	125,437.36	2.0	1,635,509.00	26.3	1,165,734.52	18.8
PORTLAND									
1966-67	2,531,400.00	1,548,848.30	61.2	11,473.31	.4	751,812.00	29.7	219,266.39	8.7
1967-68	2,924,766.00	1,815,317.90	62.1	270,123.00	9.2	808,857.00	27.7	30,468.10	1.0
1968-69	4,405,039.00	2,050,565.00	45.6	311,483.00	6.9	1,178,446.00	26.2	954,545.00	21.3
1969-70	5,358,690.00	3,193,394.80	59.6	277,080.87	5.2	1,603,536.00	29.9	284,678.33	5.3
1970-71	6,321,793.00	3,760,044.76	59.5	268,791.00	4.2	1,865,784.00	29.5	427,173.24	6.8
1971-72	6,770,562.00	4,429,056.19	65.4	290,325.39	4.3	1,989,247.00	29.4	61,933.42	.9
1972-73	8,172,070.00	5,022,143.04	61.5	301,643.89	3.7	2,199,932.00	26.9	648,351.07	7.9
1973-74	10,706,094.00	5,701,498.64	53.3	311,229.64	2.9	2,424,832.00	22.6	2,268,533.72	21.2
ROGUE									
1971-72	582,816.00	290,314.71	49.8	24,992.26	4.3	113,381.00	19.5	154,128.03	26.4
1972-73	912,621.00	526,537.98	57.7	36,272.74	4.0	190,373.00	20.8	159,437.28	17.5
1973-74	1,265,216.00	707,116.60	55.9	42,648.41	3.4	290,979.00	23.0	224,471.99	17.7
SOUTHWESTERN									
1966-67	799,936.00	311,977.20	39.0	88,176.00	11.0	178,892.00	22.4	220,890.80	27.6
1967-68	1,015,348.00	395,022.00	38.9	46,361.00	4.6	187,484.00	18.5	386,481.00	38.0
1968-69	1,152,004.00	431,540.76	37.5	45,404.00	3.9	196,346.00	17.0	478,713.24	41.6
1969-70	1,346,799.00	542,839.60	40.3	46,797.22	3.5	209,462.00	15.5	547,700.18	40.7
1970-71	1,571,379.00	644,332.00	41.0	46,648.31	3.0	253,218.00	16.1	627,180.69	39.9
1971-72	1,766,533.00	734,903.20	41.6	50,340.85	2.8	261,273.00	14.8	720,015.95	40.8
1972-73	1,907,399.00	754,244.00	39.5	45,891.93	2.4	257,338.00	13.5	849,925.07	44.6
1973-74	2,077,868.00	827,692.50	39.8	42,970.62	2.1	293,153.00	14.1	914,051.88	44.0

TABLE IX (Cont'd)

Institution	1 Approved Reimbursable Operating Costs	2 State* Funds	%	3 Federal** Funds	%	4 Tuition & Fees from Resident Students	%	5 (1 minus 2,3,4) Local and Other	%
TREASURE VALLEY									
1966-67	1,163,815.63	441,963.10	38.0	50,879.06	4.4	456,457.30	39.2	214,516.17	18.4
1967-68	1,177,744.00	453,394.06	38.5	58,252.00	4.9	323,710.00	27.5	342,387.94	29.1
1968-69	1,255,093.00	467,935.06	37.3	58,923.00	4.7	302,050.00	24.1	426,184.94	33.9
1969-70	1,252,068.00	549,562.60	43.9	61,747.08	4.9	258,491.00	20.7	382,267.32	30.5
1970-71	1,444,355.00	606,284.80	42.0	54,141.42	3.8	282,082.00	19.5	501,846.78	34.7
1971-72	1,364,021.00	610,905.92	44.8	46,541.25	3.4	252,423.00	18.5	454,150.83	33.3
1972-73	1,454,321.00	656,710.06	45.2	41,584.14	2.9	228,781.00	15.7	527,245.80	36.2
1973-74	1,556,902.00	641,816.00	41.2	32,967.66	2.1	247,109.00	15.9	635,009.34	40.8
UMPQUA									
1966-67	348,045.00	186,493.10	53.6	17,689.06	5.1	108,889.00	31.3	34,973.84	10.0
1967-68	556,320.00	290,522.90	52.2	39,101.00	7.0	145,250.35	26.1	81,445.75	14.7
1968-69	748,702.00	367,819.40	49.1	49,452.00	6.6	176,409.00	23.6	155,021.60	20.7
1969-70	918,211.00	501,157.00	54.6	47,255.17	5.1	250,649.00	27.3	119,149.83	13.0
1970-71	1,092,753.00	565,833.89	51.8	46,923.94	4.3	289,219.00	26.5	190,776.17	17.4
1971-72	1,344,414.00	669,008.80	49.7	45,379.71	3.4	316,907.00	23.6	313,118.49	23.3
1972-73	1,475,534.00	672,596.00	45.6	40,227.70	2.7	310,829.00	21.1	451,881.30	30.6
1973-74	1,604,808.00	797,507.57	49.7	38,083.69	2.4	336,251.00	20.9	432,965.74	27.0
STATE TOTALS									
1966-67	$10,274,223.24	$ 4,677,100.20	45.5%	$ 775,266.79	7.6%	$2,639,778.19	25.7%	$ 2,182,078.06	21.2%
1967-68	$13,383,928.99	$ 6,465,601.16	48.3%	$ 914,062.00	6.8%	$3,037,615.77	22.7%	$ 2,966,650.06	22.2%
1968-69	$18,186,058.10	$ 7,966,129.76	43.8%	$1,067,986.00	5.9%	$3,894,344.58	21.4%	$ 5,257,597.76	28.9%
1969-70	$23,481,492.00	$11,582,071.40	49.3%	$1,039,077.00	4.4%	$5,168,205.00	22.0%	$ 5,692,138.60	24.3%
1970-71	$30,282,044.00	$13,555,636.00	44.8%	$1,030,873.00	3.4%	$6,656,986.00	22.0%	$ 9,038,549.00	29.8%
1971-72	$35,855,772.00	$17,472,399.07	48.7%	$1,112,872.00	3.1%	$7,717,556.00	21.5%	$ 9,552,944.93	26.7%
1972-73	$41,927,952.00	$19,708,624.93	47.0%	$1,137,307.00	2.7%	$8,546,404.00	20.4%	$12,535,616.07	29.9%
1973-74	$49,256,604.00	$22,905,108.54	46.5%	$1,118,958.00	2.3%	$9,673,659.00	19.6%	$15,558,878.46	31.6%

*State Funds are all those paid for the school year and not necessarily paid during the fiscal year.
**Federal Funds include all those paid on an FTE basis for the school year and not necessarily paid during the fiscal year.

NOTE: *Please refer to Table VII for a definition of Approved Operating Expenses.*

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975

TABLE X

ANALYSIS OF OPERATING COSTS - REIMBURSABLE PROGRAMS
Pre-Audit

Institution	Administration		Instruction		Plant Operation		Plant Maintenance		Student Services*		Fixed Charges		Total
BLUE MOUNTAIN													
1966-67	$ 46,264	6.4%	$ 549,722	75.4%	$ 33,535	4.6%	$ 10,416	1.4%	$ 33,842	4.6%	$ 55,011	7.6%	$ 728,790
1967-68	61,324	6.9	670,527	75.1	37,600	4.2	17,790	2.0	7,195	.8	98,721	11.0	893,157
1968-69	61,971	6.0	745,415	72.8	42,805	4.2	20,202	2.0	49,113	4.8	104,677	10.2	1,024,183
1969-70	71,929	5.4	944,041	71.3	72,852	5.5	32,304	2.4	58,485	4.4	145,084	11.0	1,324,695
1970-71	75,410	5.0	1,123,910	73.7	79,217	5.2	35,520	2.3	54,821	3.6	155,228	10.2	1,524,106
1971-72	83,324	4.9	1,255,081	73.6	92,042	5.4	32,916	1.9	54,227	3.2	188,097	11.0	1,705,687
1972-73	83,388	4.9	1,252,401	72.9	91,984	5.3	29,591	1.7	46,688	2.7	214,713	12.5	1,718,765
1973-74	97,048	5.2	1,349,900	72.9	101,778	5.5	30,890	1.7	46,953	2.5	226,028	12.2	1,852,597
CENTRAL OREGON													
1966-67	57,779	7.1	598,191	73.6	60,134	7.4	25,336	3.1	3,442	.5	67,673	8.3	812,555
1967-68	63,343	6.7	682,672	71.9	75,220	7.9	25,561	2.7	14,373	1.5	88,219	9.3	949,388
1968-69	73,378	7.0	748,540	71.7	75,535	7.2	28,047	2.7	14,561	1.4	104,609	10.0	1,044,670
1969-70	86,894	6.8	920,849	72.4	80,754	6.4	31,587	2.5	23,229	1.8	128,627	10.1	1,271,940
1970-71	101,060	7.2	984,377	70.1	105,426	7.5	40,807	2.9	21,137	1.5	151,425	10.8	1,404,232
1971-72	122,337	7.7	1,119,362	69.9	130,001	8.1	36,128	2.3	25,781	1.6	166,813	10.4	1,600,422
1972-73	121,960	6.8	1,244,170	69.7	146,069	8.2	46,021	2.6	26,361	1.5	199,123	11.2	1,783,704
1973-74	151,264	7.9	1,330,088	69.4	155,666	8.1	52,809	2.7	27,489	1.4	200,646	10.5	1,917,962
CHEMEKETA													
1966-67	50,069	8.3	479,534	79.5	31,701	5.2	5,319	.9	-	-	36,851	6.1	603,474
1967-68	56,923	6.8	670,539	79.9	38,244	4.6	6,848	.8	2,000	.2	64,679	7.7	839,233
1968-69	61,592	6.3	777,041	79.3	39,334	4.0	8,820	.9	4,210	.4	89,435	9.1	980,432
1969-70	95,090	7.3	1,015,064	78.5	48,768	3.8	9,565	.7	5,565	.4	119,765	9.3	1,293,817
1970-71	162,309	7.5	1,495,096	69.0	134,049	6.2	55,484	2.6	81,358	3.7	238,021	11.0	2,166,317
1971-72	212,951	7.4	2,025,933	70.4	103,597	3.6	40,288	1.4	74,819	2.6	420,149	14.6	2,877,737
1972-73	309,641	8.0	2,574,234	67.0	149,982	3.9	79,914	2.1	98,247	2.6	631,714	16.4	3,843,732
1973-74	432,383	8.7	3,243,748	65.3	269,131	5.4	99,453	2.0	132,862	2.7	789,140	15.9	4,966,717

TABLE X (Cont'd)

Institution	Administration		Instruction		Plant Operation		Plant Maintenance		Student Services*		Fixed Charges		Total
CLACKAMAS													
1966-67	44,812	30.1	92,445	62.0	1,604	1.1	-	-	-	-	10,213	6.8	149,074
1967-68	56,469	10.1	409,339	73.2	21,343	3.8	507	.1	4,141	.8	67,308	12.0	559,107
1968-69	81,814	10.0	640,852	78.0	40,742	4.9	2,844	.3	11,304	1.4	44,442	5.4	821,998
1969-70	124,179	8.5	1,104,637	75.1	72,426	4.9	501	.1	38,037	2.6	130,160	8.8	1,469,940
1970-71	206,468	9.5	1,515,386	69.6	164,510	7.5	40,867	1.9	52,560	2.4	198,218	9.1	2,178,009
1971-72	208,291	7.3	1,899,804	66.4	255,393	8.9	121,912	4.3	67,427	2.4	306,896	10.7	2,859,723
1972-73	233,208	7.0	2,026,102	60.6	281,908	8.4	172,523	5.2	218,759	6.5	411,938	12.3	3,344,438
1973-74	255,788	6.9	2,398,837	64.5	299,238	8.1	208,093	5.6	70,870	1.9	484,321	13.0	3,717,147
CLATSOP													
1966-67	55,277	9.0	468,071	76.0	37,348	6.1	11,858	1.9	4,401	.7	39,066	6.3	616,021
1967-68	63,000	8.3	559,753	74.1	51,274	6.8	18,900	2.5	2,830	.4	60,009	7.9	755,766
1968-69	67,103	7.6	663,097	75.5	56,120	6.4	14,334	1.6	5,710	.7	71,980	8.2	878,344
1969-70	73,572	7.8	686,250	73.4	49,323	5.3	11,595	1.2	1,753	.2	113,033	12.1	935,526
1970-71	82,587	7.8	775,899	73.2	68,613	6.5	21,748	2.0	8,165	.8	102,736	9.7	1,059,748
1971-72	102,310	7.3	1,037,960	73.6	97,505	6.9	25,659	1.8	10,876	.8	134,807	9.6	1,409,117
1972-73	106,254	7.0	1,113,116	72.9	102,979	6.7	23,968	1.6	11,168	.7	168,900	11.1	1,526,385
1973-74	117,205	6.2	1,354,221	71.7	119,963	6.3	27,735	1.5	27,341	1.5	241,552	12.8	1,888,017
LANE													
1966-67	151,549	7.9	1,538,709	80.4	91,686	4.8	7,519	.4	29,217	1.5	95,638	5.0	1,914,318
1967-68	211,183	9.0	1,822,513	77.8	108,583	4.6	10,392	.5	46,472	2.0	142,909	6.1	2,342,052
1968-69	236,807	7.0	2,562,976	75.7	191,015	5.7	36,576	1.1	41,567	1.2	315,096	9.3	3,384,037
1969-70	254,467	5.4	3,261,119	68.7	318,168	6.7	331,810	7.0	99,898	2.1	477,639	10.1	4,743,101
1970-71	433,344	7.1	3,965,246	65.2	602,992	9.9	182,472	3.0	96,206	1.6	800,631	13.2	6,080,891
1971-72	516,399	7.8	4,275,162	64.9	716,643	10.9	157,851	2.4	98,030	1.5	824,272	12.5	6,588,357
1972-73	528,764	7.1	4,664,333	62.4	720,198	9.6	225,799	3.0	104,655	1.4	1,234,083	16.5	7,477,832
1973-74	647,194	7.6	5,510,163	64.5	762,619	8.9	255,082	3.0	117,847	1.4	1,246,340	14.6	8,539,245
LINN-BENTON													
1967-68	45,430	22.8	117,559	59.0	3,544	1.8	2,291	1.2	5,420	2.7	24,909	12.5	199,153
1968-69	84,334	11.4	533,242	72.1	24,773	3.3	10,931	1.5	11,035	1.5	75,221	10.2	739,536
1969-70	95,040	8.8	741,668	68.6	50,638	4.7	14,400	1.3	9,107	.8	170,886	15.8	1,081,739
1970-71	105,128	6.4	1,083,683	65.8	82,689	5.0	19,547	1.2	20,231	1.2	335,628	20.4	1,646,906
1971-72	158,535	7.5	1,423,868	67.3	96,733	4.6	11,338	.5	22,609	1.1	402,379	19.0	2,115,462
1972-73	191,756	7.4	1,674,138	64.5	196,093	7.6	46,870	1.8	26,818	1.0	460,001	17.7	2,595,676
1973-74	223,777	7.6	1,960,533	66.3	260,547	8.8	71,476	2.4	29,382	1.0	409,988	13.9	2,955,703

TABLE X (Cont'd)

Institution	Administration		Instruction		Plant Operation		Plant Maintenance		Student Services*		Fixed Charges		Total
MT. HOOD													
1966-67	93,193	15.4	388,971	64.1	29,389	4.8	14,051	2.3	16,191	2.7	65,000	10.7	606,795
1967-68	131,660	11.2	711,415	60.7	75,746	6.5	26,250	2.2	85,159	7.3	141,665	12.1	1,171,895
1968-69	157,822	9.5	1,097,809	66.1	128,229	7.7	27,148	1.6	43,005	2.6	208,007	12.5	1,662,020
1969-70	186,236	7.5	1,706,726	68.7	204,373	8.2	37,139	1.5	93,207	3.8	257,285	10.3	2,484,966
1970-71	253,619	6.7	2,562,560	67.6	399,138	10.5	77,111	2.0	146,565	3.9	352,562	9.3	3,791,555
1971-72	290,706	6.0	3,137,190	64.4	381,858	7.8	294,271	6.0	309,805	6.4	457,091	9.4	4,870,921
1972-73	334,205	5.8	3,820,546	66.9	611,104	10.7	200,653	3.5	172,752	3.0	576,215	10.1	5,715,475
1973-74	332,729	5.4	4,239,925	68.3	632,196	10.2	204,771	3.3	164,134	2.6	634,573	10.2	6,208,328
PORTLAND													
1966-67	111,649	4.4	2,026,826	80.1	116,762	4.6	51,679	2.0	25,250	1.0	199,234	7.9	2,531,400
1967-68	125,616	4.3	2,453,619	83.9	196,390	6.7	33,149	1.1	20,447	.7	95,545	3.3	2,924,766
1968-69	233,876	5.2	3,535,810	78.7	395,473	8.8	84,309	1.9	37,774	.8	207,797	4.6	4,495,039
1969-70	517,736	9.6	3,911,638	73.0	277,640	5.2	80,085	1.5	30,085	.6	541,506	10.1	5,358,690
1970-71	576,758	9.1	4,625,731	73.2	446,731	7.1	127,709	2.0	27,181	.4	517,683	8.2	6,321,793
1971-72	711,885	0.5	4,658,819	68.8	572,740	8.5	204,713	3.0	62,720	.9	559,685	8.3	6,770,562
1972-73	308,660	3.8	5,855,819	71.7	883,591	10.8	225,751	2.7	91,477	1.1	806,772	9.9	8,172,070
1973-74	428,026	4.0	7,467,386	69.8	1,149,434	10.7	373,308	3.5	181,867	1.7	1,106,073	10.3	10,706,094
ROGUE													
1971-72	77,811	13.3	361,164	62.0	30,982	5.3	47,038	8.1	3,398	.6	62,423	10.7	582,816
1972-73	84,876	9.3	589,553	64.6	60,232	6.6	52,019	5.7	16,427	1.8	109,514	12.0	912,621
1973-74	98,012	7.7	865,819	68.4	62,849	5.0	70,486	5.6	22,408	1.8	145,642	11.5	1,265,216
SOUTHWESTERN													
1966-67	59,294	7.4	592,170	74.0	50,681	6.4	25,619	3.2	11,408	1.4	60,764	7.6	799,936
1967-68	67,357	6.6	750,345	73.9	71,465	7.1	35,372	3.5	16,534	1.6	74,275	7.3	1,015,348
1968-69	72,754	6.3	844,910	73.3	82,594	7.2	34,934	3.0	17,705	1.6	99,107	8.6	1,152,004
1969-70	83,582	6.2	982,255	73.0	98,226	7.3	43,235	3.2	21,903	1.6	117,598	8.7	1,346,799
1970-71	96,660	6.1	1,135,757	72.3	117,604	7.5	41,952	2.7	33,908	2.1	145,498	9.3	1,571,379
1971-72	116,687	6.6	1,251,178	70.8	112,566	6.4	52,354	3.0	36,723	2.1	197,025	11.1	1,766,533
1972-73	123,043	6.5	1,326,474	69.5	135,503	7.1	47,865	2.5	43,401	2.3	231,113	12.1	1,907,399
1973-74	123,116	5.9	1,452,882	69.9	131,520	6.3	49,641	2.4	50,819	2.5	269,890	13.0	2,077,868

TABLE X (Cont'd)

Institution	Administration		Instruction		Plant Operation		Plant Maintenance		Student Services*		Fixed Charges		Total
TREASURE VALLEY													
1966-67	79,635	6.8	844,329	72.6	72,091	6.2	83,342	7.2	24,863	2.1	59,556	5.1	1,163,816
1967-68	87,695	7.5	861,136	73.1	48,050	4.1	50,497	4.3	4,003	.3	126,363	10.7	1,177,744
1968-69	71,487	5.7	921,792	73.4	106,674	8.5	9,841	.8	42,842	3.4	102,457	8.2	1,255,093
1969-70	79,029	6.3	923,124	73.7	120,939	9.7	14,467	1.1	4,495	.4	110,014	8.8	1,252,068
1970-71	90,865	6.3	1,037,741	71.8	145,253	10.0	18,262	1.3	12,674	.9	139,560	9.7	1,444,355
1971-72	88,133	6.5	953,883	69.9	155,543	11.4	16,685	1.2	9,990	.7	139,787	10.3	1,364,021
1972-73	84,777	5.8	1,015,021	69.8	161,833	11.1	20,208	1.4	10,725	.8	161,757	11.1	1,454,321
1973-74	84,518	5.4	1,053,869	67.7	185,921	11.9	19,839	1.3	8,214	.5	204,541	13.2	1,556,902
UMPQUA													
1966-67	47,465	13.6	236,251	67.9	9,511	2.7	577	.2	5,504	1.6	48,737	14.0	348,045
1967-68	51,952	9.3	380,871	68.5	44,798	8.0	2,548	.5	13,214	2.4	62,937	11.3	556,320
1968-69	54,186	7.2	527,174	70.4	63,430	8.5	7,607	1.0	14,728	2.0	81,577	10.9	748,702
1969-70	63,822	7.0	652,802	71.1	93,588	10.2	6,706	.7	16,826	1.8	84,467	9.2	918,211
1970-71	68,778	6.3	759,513	69.5	112,616	10.3	12,490	1.1	16,314	1.5	123,042	11.3	1,092,753
1971-72	81,444	6.0	903,644	67.2	168,994	12.6	14,703	1.1	15,848	1.2	159,781	11.9	1,344,414
1972-73	84,036	5.7	988,772	67.0	189,689	12.8	12,961	.9	19,144	1.3	180,932	12.3	1,475,534
1973-74	85,948	5.3	1,070,562	66.7	198,481	12.4	16,969	1.1	18,023	1.1	214,825	13.4	1,604,808
STATE TOTALS													
1966-67	$ 796,986	7.7%	$ 7,815,219	76.1%	$ 534,442	5.2%	$ 235,716	2.3%	$154,118	1.5%	$ 737,743	7.2%	$10,274,224
1967-68	$1,021,952	7.6%	$10,090,288	75.4%	$ 772,257	5.8%	$ 230,105	1.7%	$221,788	1.7%	$1,047,539	7.8%	$13,383,929
1968-69	$1,257,124	6.9%	$13,598,658	74.8%	$1,246,724	6.8%	$ 285,593	1.6%	$293,554	1.6%	$1,504,405	8.3%	$18,186,058
1969-70	$1,731,576	7.4%	$16,850,173	71.8%	$1,487,695	6.3%	$ 613,394	2.6%	$402,590	1.7%	$2,396,064	10.2%	$23,481,492
1970-71	$2,252,986	7.4%	$21,064,899	69.6%	$2,458,838	8.1%	$ 673,969	2.2%	$571,120	1.9%	$3,260,232	10.8%	$30,282,044
1971-72	$2,770,813	7.7%	$24,303,048	67.8%	$2,914,597	8.1%	$1,055,856	3.0%	$792,253	2.2%	$4,019,205	11.2%	$35,855,772
1972-73	$2,594,568	6.2%	$28,144,679	67.1%	$3,731,165	8.9%	$1,184,143	2.8%	$886,622	2.1%	$5,386,775	12.9%	$41,927,952
1973-74	$3,077,008	6.3%	$33,297,933	67.6%	$4,329,343	8.8%	$1,480,552	3.0%	$898,209	1.8%	$6,173,559	12.5%	$49,256,604

*Student Services include Research, Public Information, and Student Transportation.

NOTE: *Please refer to Table VII for a definition of Approved Operating Expenses.*

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Servic
January, 19

TABLE XI

LOCAL TAX LEVY

Institution	Assessed Value Used To Compute Tax Rate	Average Tax Rate	Amount of Levy Tax Rate will Raise
BLUE MOUNTAIN			
1966-67	$ 500,057,544	$ .92	$ 462,553.22
1967-68	507,445,308	.97	494,220.25
1968-69	504,996,942	.97	491,785.14
1969-70	485,431,753	1.30	632,860.44
1970-71	481,991,904	1.61	777,791.98
1971-72	486,917,117	1.69	822,889.92
1972-73	508,801,489	1.73	878,387.16
1973-74	538,604,094	1.72	928,768.04
CENTRAL OREGON			
1966-67	464,714,604	1.18	548,775.59
1967-68	507,747,228	1.10	557,280.82
1968-69	531,996,713	1.23	651,856.29
1969-70	569,035,863	1.18	674,149.42
1970-71	615,334,996	1.39	855,382.85
1971-72	663,830,181	1.46	972,124.89
1972-73	738,149,800	1.38	1,020,111.58
1973-74	839,545,655	1.28	1,072,598.76
CHEMEKETA			
1970-71	1,650,834,132	1.22	2,011,960.93
1971-72	1,786,325,918	1.19	2,125,727.84
1972-73	1,928,557,258	1.27	2,449,267.71
1973-74	2,136,473,998	1.32	2,813,287.32
CLACKAMAS			
1966-67	731,302,360	.35	255,955.83
1967-68	802,218,024	.32	258,715.31
1968-69	838,419,740	.70	586,893.82
1969-70	946,038,590	1.48	1,400,137.11
1970-71	1,016,617,050	1.95	1,982,403.25
1971-72	1,169,911,820	1.71	2,000,549.21
1972-73	1,361,913,090	1.70	2,315,252.25
1973-74	1,573,170,910	1.51	2,375,488.07
CLATSOP			
1966-67	195,005,752	1.15	224,256.61
1967-68	239,378,688	1.00	238,780.24
1968-69	317,612,731	1.32	419,248.80
1969-70	346,269,108	1.55	536,717.12
1970-71	368,421,185	1.94	714,737.10
1971-72	387,187,891	1.83	708,553.84
1972-73	409,162,271	1.69	691,484.24
1973-74	445,687,466	1.65	735,384.32

TABLE XI (Cont'd)

Institution	Assessed Value Used To Compute Tax Rate	Average Tax Rate	Amount of Levy Tax Rate will Raise
LANE			
1966-67	1,336,998,952	.73	970,955.21
1967-68	1,495,339,644	.93	1,390,939.04
1968-69	1,576,884,268	1.40	2,207,716.63
1969-70	1,699,239,223	1.55	2,634,812.72
1970-71	1,837,058,210	1.51	2,774,412.72
1971-72	1,935,980,281	1.50	2,903,910.55
1972-73	2,081,034,438	1.49	3,100,741.31
1973-74	2,358,165,811	1.41	3,327,781.65
LINN-BENTON			
1967-68	799,449,784	.23	181,874.82
1968-69	852,634,805	.64	545,686.27
1969-70	925,358,603	.71	657,004.60
1970-71	1,062,084,507	1.08	1,150,792.65
1971-72	1,129,991,724	1.43	1,615,888.16
1972-73	1,201,444,204	1.61	1,934,325.17
1973-74	1,350,342,592	1.47	1,985,003.61
MT. HOOD			
1966-67	694,301,896	1.37	954,042.44
1967-68	748,321,520	1.15	861,742.93
1968-69	861,157,619	1.35	1,161,648.09
1969-70	992,518,843	1.77	1,755,774.99
1970-71	1,119,135,440	1.95	2,180,579.52
1971-72	1,219,320,089	2.23	2,719,083.79
1972-73	1,336,414,309	2.01	2,689,711.84
1973-74	1,562,256,806	1.82	2,838,507.89
PORTLAND			
1969-70	5,131,037,517	.81	4,156,140.39
1970-71	5,646,543,195	.78	4,394,014.98
1971-72	6,188,152,798	.75	4,641,114.60
1972-73	6,693,082,948	.74	4,952,881.39
1973-74	7,410,490,590	.71	5,264,558.48
ROGUE			
1971-72	291,313,172	1.13	329,183.88
1972-73	321,533,046	1.03	331,179.04
1973-74	387,054,118	.86	332,866.54
SOUTHWESTERN			
1966-67	449,177,304	1.28	574,804.54
1967-68	478,133,788	1.33	633,919.42
1968-69	484,184,576	1.70	824,831.94
1969-70	533,624,489	1.40	748,909.35
1970-71	573,351,734	1.37	783,548.49
1971-72	589,530,876	1.41	829,165.45
1972-73	622,548,742	1.43	890,244.70
1973-74	699,465,209	1.38	962,991.51

TABLE XI (Cont'd)

Institution	Assessed Value Used To Compute Tax Rate	Average Tax Rate	Amount of Levy Tax Rate will Raise
TREASURE VALLEY			
1966-67	190,334,556	1.76	334,941.97
1967-68	197,243,464	1.56	306,794.71
1968-69	212,300,828	1.61	341,963.98
1969-70	223,821,954	1.66	371,544.44
1970-71	233,361,089	2.93	684,056.72
1971-72	260,782,034	2.15	560,503.77
1972-73	275,376,787	2.47	680,012.19
1973-74	282,690,896	2.45	692,755.76
UMPQUA			
1966-67	538,248,876	.70	376,774.21
1967-68	558,832,820	.61	340,888.02
1968-69	573,132,461	.77	441,311.99
1969-70	630,660,626	1.16	731,566.33
1970-71	703,975,028	.86	605,418.52
1971-72	742,062,130	1.05	779,165.24
1972-73	803,660,801	1.04	835,807.23
1973-74	1,006,397,274	.83	835,309.74
STATE TOTALS			
1966-67 (9 C.C. Districts)	$ 5,100,141,844	$ .92	$ 4,703,059.62
1967-68 (10 C.C. Districts)	$ 6,334,110,268	$ .83	$ 5,265,155.56
1968-69 (10 C.C. Districts)	$ 6,753,320,683	$ 1.14	$ 7,672,942.95
1969-70 (11 C.C. Districts)	$ 12,483,036,569	$ 1.15	$ 14,299,616.91
1970-71 (12 C.C. Districts)	$ 15,308,708,470	$ 1.24	$ 18,915,099.71
1971-72 (13 C.C. Districts)	$ 16,851,306,031	$ 1.25	$ 21,007,861.14
1972-73 (13 C.C. Districts)	$ 18,281,679,183	$ 1.25	$ 22,769,405.81
1973-74 (13 C.C. Districts)	$ 20,590,345,419	$ 1.17	$ 24,165,301.69

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 5 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES

OREGON DEPARTMENT OF EDUCATION
942 Lancaster Drive N.E.
Salem, Oregon 97310

Community College Business Services
January, 1975

TABLE XII

COMMUNITY COLLEGE CONSTRUCTION
- State Allocations - By Biennium -

Institution	61-63	63-65	65-67	67-69	69-71	71-73	73-75
BLUE MOUNTAIN	$ -	$ 329,898	$ 264,202	$ 250,000	$ 234,000	$ 64,500	$ 443,610
CENTRAL OREGON	225,000	249,767	149,333	-	468,000	47,500	481,487
CHEMEKETA	225.000	73,280	17,657	-	1,279,200	1,283,000	2,500,000
CLACKAMAS	-	-	-	-	2,059,200	1,313,000	339,650
CLATSOP	175,000	-	169,434	520,000	3,758	-	392,288
LANE	-	-	148,098	4,011,000	1,912,560	1,307,500	2,213,243
LINN-BENTON	-	-	-	-	1,346,280	1,081,000	2,026,003
MT. HOOD	-	-	-	2,200,000	1,668,386	3,318,500	1,118,562
PORTLAND	-	-	3,058,900	1,580,000	3,967,080	2,031,000	1,182,732
ROGUE	-	-	-	-	-	400,000	800,000
SOUTHWESTERN	225,000	370,058	204,542	500,000	-	-	351,533
TREASURE VALLEY	-	221,939	63,872	500,000	459,454	-	334,563
UMPQUA	-	-	529,100	442,000	140,400	154,000	214,773
STATE TOTALS	$ 850,000	$ 1,244,942	$ 4,605,138	$10,003,000	$13,538,318	$11,000,000	$12,398,444